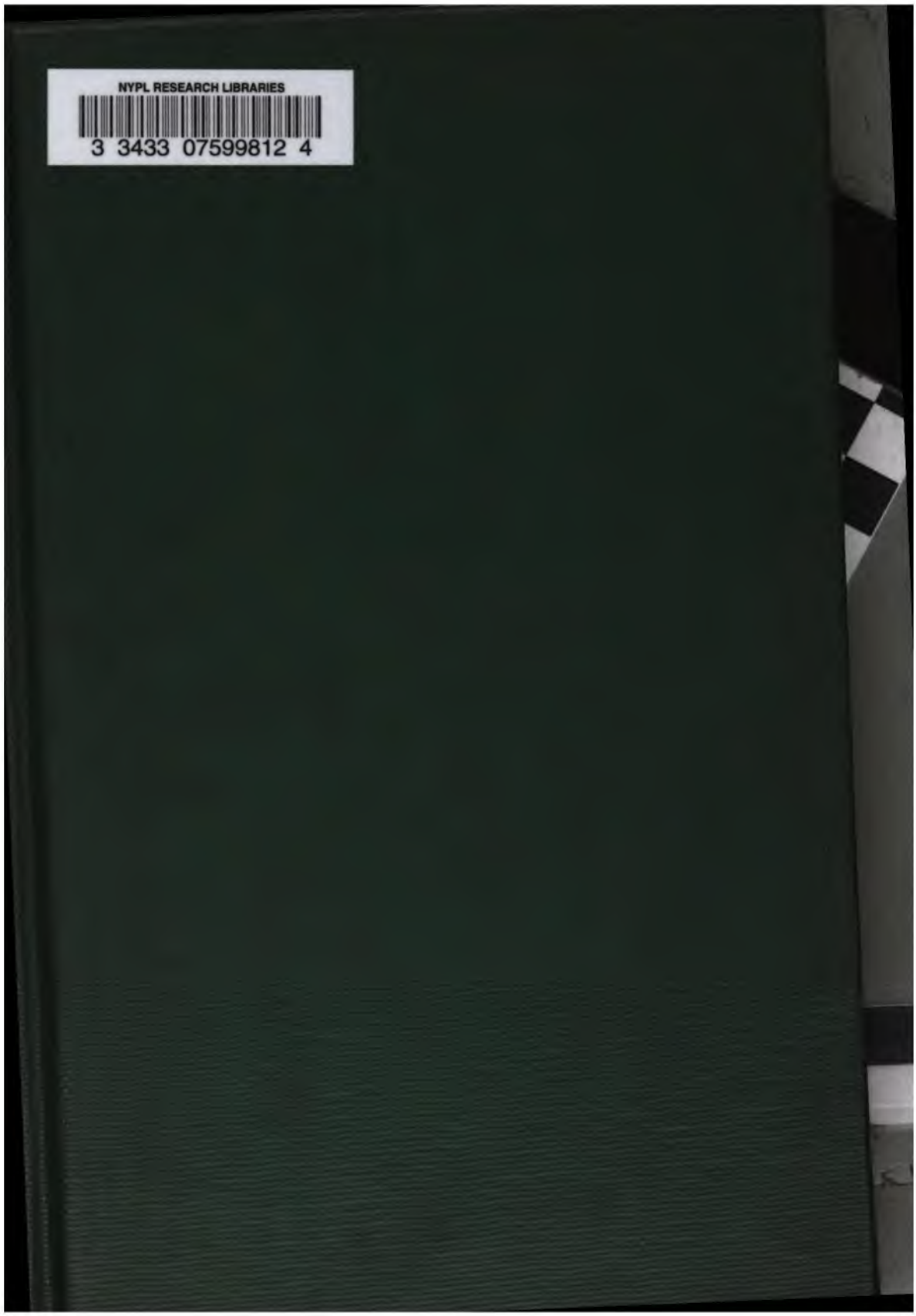

[Whole Number 171]

BUREAU OF EDUCATION

CIRCULAR OF INFORMATION NO. 3, 1893

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY

EDITED BY HERBERT B. ADAMS

No. 15

THE HISTORY OF EDUCATION

IN

DELAWARE

BY

LYMAN P. POWELL, A. B.

Fellow in the Wharton School of Finance and Economy of the University of Pennsylvania and Staff Lecturer on History to the American Society for the Extension of University Teaching

WASHINGTON

GOVERNMENT PRINTING OFFICE

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ILLUSTRATIONS.

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
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Washington, D. C., January 3, 1893.

SIR: The accompanying monograph was prepared by Lyman P. Powell, of the University of Pennsylvania. His efforts to collect material for the history of education in Delaware, his native State, have been quickened by several years' experience as a teacher in her schools and by a personal acquaintance with her most prominent citizens.

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Respectfully submitted.

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Commissioner.

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EDUCATION AMONG THE SWEDES.

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The genesis of education in Delaware must be sought amidst the struggles of the Swedes, the Dutch, and the English for the banks of the Delaware. To separate the earliest educational history of the colonies which emerged from this conflict is almost a hopeless task, for they were at first much alike in customs and in government. Colonists devoted to the reclamation of the forest primeval and to the maintenance of the struggle for existence seldom give thought to schools. But the early settlers of Delaware, from the first, made praiseworthy attempts to instruct their children in the rudiments of common learning and Christian theology. This they did because they came from Sweden and Holland, at that time the farthest advanced in general education of all the countries of Europe.

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When the first Swedish colony was planted on the Delaware there was no regular system of public education in Sweden, but the church was so active in educating the young and home instruction was so widespread that an old chronicler remarks: "In 1637 there was not in the Kingdom of Sweden a peasant child who could not read and write." The church in Sweden is a State institution, and through it the State has always controlled education. Formerly the duties of minister and schoolmaster were frequently combined, and where this was not the case the schoolmaster was an officer in the church, either assistant minister, reader, precentor, clerk, or, as sometimes happened, bell ringer and sexton. Churches were oftentimes used as schoolhouses, and in many sections instruction was given to pupils in their homes by itinerant schoolmasters.[1] This system was transplanted to the Swedish settlements, where we shall see it springing up in all its essential features.

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The Swedish settlement of 1638 was the outgrowth of a plan formulated by Gustavus Adolphus as early as 1626.[2] Despairing of religious freedom for Europe, he sanctioned the planting of a colony in the New World, far from European complications, under the leadership of William Usselinx. It was stated, as an inducement to join the colony, that "schools and churches will flourish through it and be sustained, and furthermore those who have learned something will be promoted to dignities and positions."[3] Gustavus Adolphus was killed at the battle of Lützen in 1632, and therefore never saw his project, "the jewel of his crown," carried into effect. But Oxenstiern, his appreciative minister, inaugurated the scheme, and it is to him that the first permanent colonization (1638) on the banks of the Delaware is due.[4]

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here three Swedish books; but they were so anxious for the improvement of their children that they lent them to one another, so that they can all read tolerably well."[1] The intense love of learning thus displayed produced a dissatisfaction equally as intense with the scanty means for gratifying it. Mr. Biork compares the educational advantages with those of Sweden and calls the former "irregular." "This state of things," he declares, "is not to be wondered at; for their ministers, particularly the last, were old and infirm, and could not pay proper attention to the education of youth."[2]

The English governor of the province allowed the Swedes perfect freedom in religious and educational affairs. Their economic condition was excellent; there were no poor among them. The Indians, far from attacking them, clamored for peace and the catechism. All circumstances, indeed, save three, conspired to promote education. These were the want of books, of schoolmasters, and of schoolhouses.

THE LITERATURE IN THE COLONY.

Mr. Biork writes in 1700 that he has at last established a school at Wicaco (near Philadelphia), "with an able teacher at the head of it, who also serves as parish clerk;" and that he hopes soon to obtain books.[3]

The first lot of books to reach New Sweden, after the first settlement, was sent in 1696 by the mother country.[4] Penn, however, had already given them catechisms, an English Bible, and a few other books. A Swedish traveler, Anders Printz, visited the colony a few years before and upon his return to Sweden described to John Thelin, postmaster at Gottenburg (Götheborg) the temporal prosperity, but spiritual and educational destitution of the colonists. Mr. Thelin laid the case before King Charles XI, who at once directed him to write and express to them the royal desire to send ministers and "godly books" if they would but apprise him of the number needed. The colonists, through the pen of Charles Springer, asked in reply, for two Swedish ministers, learned and moral, so as to be capable of instructing their children; and for "three books of sermons, twelve Bibles, forty-two psalm books, one hundred tracts, with two hundred catechisms, and as many primers; for which when received we promise punctual payment." The King sent them three clergymen, Andrew Rudman, Eric Biork, and Jonas Auren, and the following books, as a donation:[5]

30 Bibles, 10 printed by Vankis and 20 by Keiser.
6 Books of Homilies; 2 Cabinets of Treasure; 2 of Moeller's; 2 of Luthe-man's.
150 Manuals.
100 Religious treatises of different kinds, viz, 12 by Kellingius; Garden of Paradise; Atlice, etc.
100 Books of Common Prayer and Hymns.

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[1] Clay, 68. [2] *Ibid*, 66.
[3] *Ibid*, 84. Holm's Description of the Province of New Sweden.
[4] *Hotchkin*, 16. [5] Clay, 42–56. Acrelius, 181–202.

2 Ecclesiastical Acts.
2 Church Regulations.
100 Catechisms of Archbishop Suebilius.
300 Compends of Archbishop Suebilius.
400 Primers.
500 Catechisms in the Indian language.

These books, together with the few that remained of those brought over on the first voyage, comprised the entire literary stock of the Swedish settlements. They were distributed "in such wise that those who have a large household and many who can read should have the more books, and those who had less, fewer books; and those who could not use a large book, a manual, Golden Clenodium, etc., should have a catechism or an A B C book, and teach themselves first, and those now favored with books should remember to use them faithfully." Those who received books were exhorted to "remember God's house with some money as a thank offering, each one in proportion to books received."[1]

The second lot of books was sent in 1699 by King Charles XII, of Sweden. Biork had written the King that a large part of those first sent were not received. Therefore the King immediately forwarded a great number of unbound books.[2]

Another donation was received from Charles XII in 1705, and was equally divided between the church at Wicaco and that at Christina. This donation consisted of—

4 New church Bibles, royal folio.
40 Bibles, octavo, printed in Amsterdam.
4 Psalm books, quarto.
300 Swedish psalm books, of which 100 are octavo and the rest duodecimo, but 40 of them unbound.
44 Autobiography, 16mo.
6 Specula religiona blausula.
2 Children's books.
2 Sermons on His Royal Majesty's victory at Cliscon1
3 Christ's bloody offering for the sins of the world.[3]

In 1712 there were sent over with Hesselius and Lidenius "10 copies in folios regalii of the Bible" and 360 Swedish hymn books. Charles XII had donated them four years before, but their coming was delayed by his war with Peter the Great.[4] Rev. Gabriel Naesman brought over in 1743, at a cost of 1012 Swedish dollars,[5] a fresh supply, consisting of the following books:

3 Copies of Gezelius's "Exposition of the Greek Testament."
9 Copies of the Bible.
3 Copies of Scriver's "Treasury of the Soul."
3 Copies of the "Concordia Pia" in Swedish.
24 Psalm books.[6]

[1] Burr's Translation of the Records of Holy Trinity (Old Swedes) Church, 14. Clay 68, 69.

[2] Burr, 70. [3] Burr, 118; Clay, 90.

[4] Burr, 147, 173, 197, 228; Clay, 95, 96; Acrelius, 366-368.

[5] This dollar is equal to about 27 cents (Acrelius, 368).

[6] Clay, 121; Acrelius, 366-368, gives list of books received at the Swedish settlements.

In 1747 Sandin brought over, at a cost of 1,000 Swedish dollars, 200 copies of Suebilius's Catechism and 200 small copies, 60 copies of psalm books, 1 Bible in quarto, 1 copy of Arndt's "True Christianity," 1 copy of Hallenius's "Concord," 3 volumes; 1 copy of Gezelius's "Exposition of the New Testament."

Acrelius and Unander in 1749 brought over 2 copies of the "Concordia Pia" in Swedish and 15 copies of Dr. Ernst Sal. Cyprian's "Reasonable Warning against the Error that all Religions are equally Good," translated into Swedish by Provost Eric Beckman. In 1750, with Mr. Parlin, came over 30 copies of John Walch's "Thoughts upon the Sect of Herrnhutters;" and, with Mr. Lidenius, 50 psalm books of Salvius's edition.

The last donation of books to the Swedish settlements, so far as the records show, was made in 1770 by the Society for the Propagation of the Gospel.[1]

SWEDISH SCHOOLMASTERS.

There was now a goodly supply of books, and the want of teacners to impart instruction in them speedily manifested itself.

Biork complained that the ministers were too old and infirm to "pay proper attention to the education of youth." The congregations were scattered and the youth requiring instruction numerous.[2] Aid was therefore sought from Sweden. Bishop Swedberg, counsellor of the Swedish King, Charles XI, and father of the famous Emanuel Swedenborg, sent his own son, Jesper Swedberg, who taught school, about 1720, for more than a year at Racoon Church, east of the Delaware.[3]

As early as 1708 John Club taught the Swedish school at Wicaco.[4] Frederick, King of Sweden, donated two pieces of jubilee medals to two Swedish schoolmasters in New Sweden in 1841,[5] which is an evidence that the existence of schools in the Swedish settlements was by this time recognized in the mother country.

SWEN COLSBERG.

The first schoolmaster of whom we have record at Christina was Swen Colsberg.[6] On the 22d of October, 1699, he was engaged by the congregations to act as bell-ringer, and, as the salary proved inadequate for his support, they "took him especially for a schoolmaster," and agreed to gather for him 18 or 20 children in the house of Peter Mounson. Preparations were made the next spring to build a schoolhouse, and "sufficient timber was cut on the glebe wood lot,

[1] Burr, 486.

[2] Clay, 66, 72.

[3] Acrelius, Introduction, XXI, 324. Swedberg or Svedberg.

[4] Old Mixon, 153; Wickersham, 79.

[5] Acrelius, 371; Burr, 282.

[6] Burr, 69, 78, 79, 122, 134; Acrelius, 270; Burr's translation is the chief source of information concerning Swen Colsberg.

forty-three pieces, 20 feet long; but on account of the sickness and other hindrances nothing further was done about it, and the timber was never brought forward. Early in May the schoolkeeping in Bokton[1] was discontinued, partly on account of the above-mentioned sickness and some other causes, particularly that some inconsiderate persons neglected to keep their children steadily at school, though they were diligently and thoroughly taught, and so things did not proceed as they ought, and the teacher got little for his pains." Swen Colsberg, disheartened, was on the point of abandoning his school, when Joran Anderson removed from his own dwelling and left it to him "entirely free for a half year to keep school in, and with it a piece of land to plant, and Jasper Walraven, of his goodness to help forward what he saw was for the glory of God, viz, the education of the children, gave also not only a piece of ground for cultivation, but also promised him free board for two months, which he stood to. * * * The 10th of June, in the name of the Lord, Swen Colsberg began his schoolkeeping for a half year at the above-named place." This faithful schoolmaster, bell-ringer, and reader died January 22, 1710; "a no-small loss," writes Biork, "to me and the congregation, on account of his useful work amongst us." The records tell us nothing more about the educational career of this "well-known and proper person;" but the good name he left to posterity is adequate evidence of his good work.

ARVID HERNBOHM.

On the 9th of May, 1716, the Christina congregation decided to invite Arvid Hernbohm, the "quiet and capable" schoolmaster at Wicaco, to take charge of their school, promising him as "honorable and satisfactory support" as was "afforded in the upper congregation." But the invitation was declined because "he had already made a good beginning in instructing certain of the upper congregation's children, so that he could not soon be spared without detriment to them."[2] Arvid Hernbohm had studied at the gymnasium at Skara, and first went out with Mr. Anders Silvius, chaplain to the embassy with Consul De Beche at Lisbon. He came to this country "at his own prompting, in the year 1713, but provided with good testimonials as to his learning and ability."

He was employed as schoolmaster at Wicaco for some years. Then he was invested with license to preach by Bishop Swedberg and acted as lay reader in the church.[3]

JOHAN GIODING AND HIS SCHOOL.

Failing to secure the services of Arvid Hernbohm, the Christina congregation engaged Johan Gioding, who "had formerly on this side as

[1] Bokton was situated across the Brandywine, opposite Christina, and supported the same school (Burr, 58).

[2] Burr, 156, 227, 228.

[3] Acrelius, 219; Clay, 101; Wickersham, 79.

well as the other side of the river done the young good service." Johan Gustafsson offered to furnish both house and board for the schoolmaster; and the pastor, Mâns Gustafsson, Gustaf Gustafsson, Johan Stalcop, and Ante Vainan's wife, Margaretta, agreed to pay him as "wages 30 shillings for each child, leaving all the rest of the congregation at liberty to send their children whenever they please and agree on the terms the best they can."

The school was opened in Johan Gustafsson's house June 17, 1717. The pastor was present with as many of the parents as could attend, and "after previously calling upon God with singing and prayer and a godly talk to the children and their parents, examined the children as to their proficiency and then recommended them to Mr. Gioding, the names of which children are here inserted:

1. Gustaf Johan Gustafsson, 9 years old, can read his catechism tolerably well and also answers very well various questions of Christian instruction.
2. Peter Johan Gustafsson, 7 years old, recites the Ten Commandments tolerably well.
3. Mary Geens, 9 years old, can read Swedish and say the Ten Commandments.
4. Gustaf Mâns Gustafsson, 7 years old, can read Swedish tolerably well.
5. Mâns Gustaf's daughter, Annika, 6 years old, can spell Swedish tolerably well.
6. Anders Gustaf's daughter, Catherina, 12 years old, can read in a book, but must begin to learn to spell right.
7. Peter Stalcop Johansson's son, 5 years old, knows the letters.
8. Margaretta, the late Peter Stalcop's daughter, 11 years old, reads Swedish indifferently well, but must learn to spell anew.
9. Thomas Davis, 11 years old, can spell Swedish a little.
10. Annika, Anders Gustaf's daughter, 8 years old, can spell a little.
11. Ante Vainan's son, Lars, 7 years old, knows the letters.

On April 8, 1718, the "pastor met with Mr. Gioding and all the scholars in the house of Johan Stalcop, in presence of most of the parents of the children, to have a formal closing of the past school-keeping, which began June 17, 1717, and had been sometime since ended, that it might be known by a proper examination how much improvement the children had made, and, according to the wish of the parents, dismiss Mr. Gioding from his school work. The pastor opened the exercises with a godly prayer and appropriate remarks, after which Mr. Gioding, in his praiseworthy manner, according to the method of His High Worthiness, Bishop Swedberg, in the beginning of his catechism, asked questions regarding the most important Christian doctrines requiring proof from Holy Scripture, to which questions of Mr. Gioding, to the surprise and gratification of all, they answered promptly and boldly, and so quickly confirmed their answers by a text of Holy Scripture that all the company present could not refrain from glorifying God with tears of joy and gladness for their children's quick memory and attainments and the schoolmaster's diligence and circumspection, who all that, only by conversation and without any book, had impressed upon the memories of the children, and that there had been no fault in teaching them reading the pastor proved by having them read portions of the psalms selected by him, and found to his great satisfaction that they could read Swedish well.

"Of all the children who were enrolled on the 17th of June, 1717, there were none absent except Mary Geens, Thomas Davis, and Anders Gustaf's daughter, Catherina, who had not been so fortunate as the other children, not being able to attend school constantly, though the last-mentioned, Catherina, is very well advanced, considering the little time she was able to be present.

"When all was gone through with the pastor concluded the examination with a children's hymn and a blessing on the children, whereupon all separated toward evening with mutual pleasure and congratulations."[1]

This naïve description of a Swedish school in Delaware, as interesting as it is valuable, shows both the interest of the Swedes in education and the character of the instruction given.

Johan Gioding's influence was, however, not confined to teaching. He seems to have been a leader among his people; for, when the books arrived from Sweden, he, says Acrelius, "admonished the people not only to gratitude and praise to God, but also that each one should make his church some acknowledgment for each book. He also encouraged his people to contribute peltry, fox skins, raccoon skins, sables, etc., which were sent home, some to Queen Ulrica and some to the Bishop of Skara. Sometimes he discussed their doctrines with the Quakers, and refuted their ideas in regard to dancing," etc.[2] Gioding died on the last day of 1719 or the first day of 1720.

HERR NILS FORSBERG AND OTHER SCHOOLMASTERS.

As early as 1722 the burden of supporting separate schools was so keenly felt that some of the Swedes concluded that they "would themselves instruct their children after they had learned to read English." But from that time until the coming of Acrelius, in 1749, it is said, no Swedish schools were kept and the children went to English schoolmasters, who taught them simply to read.[3] Acrelius urged upon his congregation the importance of preserving in its purity the Swedish language, which "had very much fallen out of use," and advised them to employ as schoolmaster Herr Nils Forsberg, a student of the University of Lund, who had lately arrived from Götheberg and offered his services. "Some of the congregation seemed to be willing, and as ordinary school keeping did not seem practicable on account of the scattered situation of the families about the country, he was received into their houses, taking up his abode first with one and then with another, and thus instructing their children.[4] During the winter he taught in a private house, and in the summer of 1750 near the church. But being unwell throughout the succeeding autumn and winter, and receiving poor support from his school, he gave it up. In 1758 he "began to keep school in Swedish in the house by the church belonging to Mr. Timothy Stedham, but children were few and only from the

[1] Burr, 231, 235–238, 245, 246, 261.
[2] *Acrel s, 270.*
[3] Burr, 422.
[4] Ibid., 424.

neighboring house, therefore it seemed in the beginning that this school keeping could not last long."[1] Here endeth the record of Swedish schools at Christina.

The records of the Swedish settlements at Wicaco (near Philadelphia) and Racoon[2] (now Swedesboro) have not been translated or published and were therefore not accessible to the writer, but there is no doubt that the spirit which called forth schools at Christina also operated at Wicaco and Racoon. A few names of schoolmasters, besides Swedberg, have crept into the records at Christina and the narrative of Acrelius. Brunjan, a relative of Mr. Jonas Aurén, was lay reader and schoolmaster at Racoon about 1796.[3] John Club taught the Swedish school at Wicaco[4] in 1708 and was succeeded by Arvid Hernbohm. Gabriel Naesman, pastor at Wicaco from 1743 to 1750, made an agreement in the latter year "with a congregation in New Jersey to preach there every other Sunday, and in the city taught a school in German, French, and Latin."[5] A private record states that when Mr. Peter Kalm, professor of economics in the University of Åbo, came to this country in 1748 for the purpose of "discovering and collecting seeds and plants which might with advantage be transferred to Sweden," he brought with him a young Swede named Reinike, who was to take charge of the Swedish schools in West Jersey.[6] Other Swedish schoolmasters concerning whom we know scarcely more than their names were Hans Stålt, who taught on the Jersey side, Lenmayer, and Olof Malander.[7]

THE DECADENCE OF EDUCATION.

The protracted struggle for separate and distinct Swedish schools was abandoned before the Revolution and their subsequent history was merged into that of the Lutheran and Episcopal churches. The reason for this is not far to seek. After the coming of the English in 1682, many of the Swedes began gradually to drop their native speech. Education in the Swedish language declined and it became customary for Swedish children first to learn to read English and then the tongue of their fathers.[8] Acrelius said that all children in his day could read English, write, and cipher.[8] More attention was doubtless given to reading than to writing, particularly in the early period, for many made their mark instead of signing their names to documents. House instruction by the pastor was the last flickering light of education among the Swedes.[8]

CONCLUSION.

Opinions concerning education in the Swedish settlements differ widely. Bancroft, with his usual sincerity, declares—and he is sup-

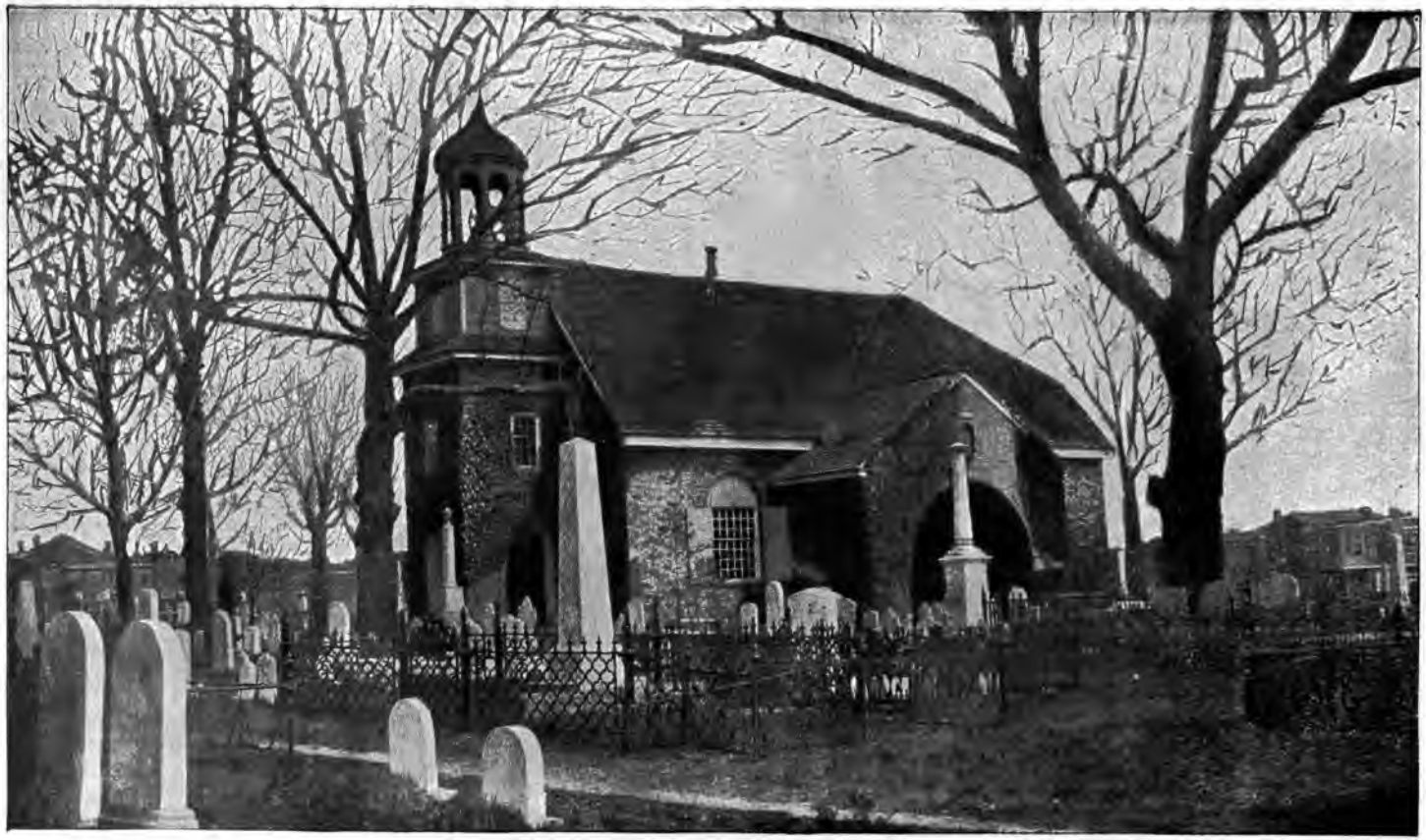
[1] Burr, 432. Acrelius, 303.

[2] Wicaco is also written Wicacoa; Racoon, Raccoon, or Ratcong.

[3] Acrelius, 320. [4] Oldmixon, 153; Wickersham, 79. [5] Acrelius, 257.

[6] This record is in the possession of Mr. John W. Irwan, of Philadelphia, who furnished the writer with the fact.

[7] *Acrelius, 352.* [8] Acrelius, 303, 351.



OLD SWEDE CHURCH.

ported by the testimony of Biork and Rudman—that "their children, under every disadvantage of want of teachers and of Swedish books, were well instructed."[1] On the other hand, Ferris, writing in 1846, remarks: "Education was neglected; the active energies of the mind had either run wild or been depressed, and for more than forty years there had been very little advancement. * * * They had suffered grievously for want of that kind of government which calls into action the intellectual and physical powers of man."[2] Penn, who was a contemporary, calls the Swedes "a plain, strong, industrious people," and adds: "I see few young men more sober or industrious."[2] Acrelius, writing in 1759, displays a low opinion of the intellectual acquirements of the first Swedish settlers. He says: "Forty years back, our people scarcely knew what a school was. The first Swedish and Holland settlers were a poor, weak, and ignorant people, who brought up their children in the same ignorance, which is the reason why the natives of the country can neither write nor cipher, and that very few of them are qualified for any office under the government. None, whether boys or girls, are now growing up who can not read English, write, and cipher."[3] As a balance to the opinion of Acrelius should be repeated the words of Biork, in 1697, "They can all read tolerably well,"[4] and of Rudman, in the same year, "Almost everyone can read."[5]

These statements are less contradictory than at first sight they appear. None of them affirm that at any period were there the best facilities for education in the Swedish settlements. They disagree chiefly because scarcely any two of them refer exactly to the same period. Bancroft and Ferris philosophize concerning the whole period, but while the former is supported by contemporary evidence the latter stands almost alone. Penn refers to 1683, Biork and Rudman refer to 1697, while Acrelius deals particularly with the period 1749–1759, and only in a general way with education in the earlier period.

It will scarcely be doubted, then, that at least the thesis laid down at the outset is true, viz, the educational system of Sweden was transplanted to the Swedish settlements. As in Sweden, education was conducted by the church, a State institution, so in the colonies on the Delaware the educational status was determined primarily by the condition of the church and the character of its ministers. When the church flourished under zealous ministers the cause of education prospered. Where religious interest declined, education languished. The church was usually the schoolhouse and the minister frequently the schoolmaster, although a few earnest non-ministerial schoolmasters came over from time to time and private houses sometimes served as schoolhouses. Finally, distinctive Swedish schools were abandoned when the Swedes elected English-speaking clergymen to preach to them and abandoned their own tongue.

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[1] Bancroft, vol. I, 510.
[2] Wickersham, 12.
[3] *Acrelius, 351.* Wickersham, 12.
[4] Clay, 68, 72.
[5] Ibid, 71.

CHAPTER II.

EDUCATION AMONG THE DUTCH.

EARLY SETTLEMENTS.

"The Netherlands divide with England the glory of having planted the first colonies in the United States."[1] Close upon the heels of Henry Hudson, Hendrick Christiaensen and "the worthy Adriaen Block," in 1613, sailed into the waters of New York and brought back with them such glowing accounts of the New Netherlands that Dutch trading posts were at once established on its soil.[2] In 1626, Manhattan Island, purchased from the natives for the paltry sum of $24, furnished a site for New Amsterdam, the embryonic metropolis of the New World. Thence, as well as from the mother country, traders explored the adjacent lands, and, under the charter of the United New Netherland Company, settlements sprang up in Connecticut, New Jersey, Delaware, Pennsylvania, and New York. The first Dutch colony in Delaware, including more than thirty souls, was planted in 1631 on Lewes Creek, near Cape Henlopen, but was soon exterminated by the Indians in revenge for the death of their chief at the hands of Gillis Hosset, the superintendent of the settlement. The patent to Lord Baltimore in 1632 gave the Dutch an English rival before they could wrest the soil of Delaware from the natives.[3] Thus it happened that the Dutch made no important settlement in Delaware until 1657, when New Amstel, now New Castle, was founded by colonists from the city of Amsterdam.

EDUCATION IN HOLLAND IN THE SEVENTEENTH CENTURY.

Holland, like Sweden, early evinced a keen interest in education. Thence it was that the Pilgrim Fathers obtained the germs of that educational system which has made New England foremost in the Western world in education. There, also, William Penn, who, if we may trust Mr. Douglas Campbell, "was half a Dutchman," probably learned those broad educational principles which he tried to apply in

[1] Bancroft, I, 475.
[2] *Ibid.*, I, 489.
[3] *Ibid.*, I, 499, 500.

Pennsylvania.[1] "Holland was, without doubt," says Wickersham, "the first country in Europe to establish a system of public schools similar to the schools now known by that name."[2] The interest of the House of Orange in public education appears in the following passage from a letter written in the sixteenth century by John of Nassau to his brother, the Prince of Orange: "You must urge upon the States General that they should establish free schools, where children of quality, as well as of poor families, for a very small sum could be well and christianly educated and brought up."[3] "Schools were everywhere, 1585, provided," says Broadhead, "at the public expense with good schoolmasters to instruct the children of all classes in the usual branches of education; and the consistories of the church took zealous care to have their youth thoroughly taught the Catechism and the Articles of Religion."[3] As in Sweden so in Holland the church early gained control over education, for a general ecclesiastical body resolved in 1574 that "the servants of the church shall determine when schools shall be established, the schoolmaster shall receive a fixed salary and shall sign a pledge to submit to the discipline of the church, and to teach the children the Catechism and all other knowledge which is useful to them."[3]

Therefore we may expect to see in New Netherlands the cause of education combined with that of religion and may gauge the status of the one largely by the condition of the other.

EDUCATIONAL INSTRUCTIONS AND SCHOOLS AT MANHATTAN.

The planting of the Dutch colonies in America was for the most part the work of the West India Company and its leader, Willem Usselinx.[4] That due consideration was given to the educational problem the following extracts from state papers indicate. The charter of freedoms, privileges, and exemptions granted by the States-General of Holland to the lords and patroons of New Netherlands, 1630 to 1635, provides in section 28 that "the Patroons shall also particularly exert themselves to find speedy means to maintain a Clergyman and Schoolmaster, in order that Divine Service and zeal for religion may be planted in that country, and shall send, at first, a Comforter of the sick thither."[5] The

[1] The educational principles, as well as the legal and political features of Penn's celebrated code for Pennsylvania, bear evidences of a Dutch influence which was exerted over Penn not only by his mother, a clever Dutchwoman, but also by his extensive travels in Holland, his excellent knowledge of the Dutch tongue, and his sojourn in the historic city of Emden, to which Mr. Campbell traces the first use of the written secret ballot used for the election of civil magistrates. *See* Campbell's The Puritan in Holland, England, and America, especially I, xxx; II, 207, 418, 491, 434.

[2] Wickersham, 3, 4.

[3] *Ibid.*, 4.

[4] Jameson's Willem Usselinx in Papers of American Historical Association, II, 161 ff.; Wickersham, 8.

[5] New York Colonial *Documents*, I, 99.

articles and conditions for emigrants to New Netherlands, drawn up in 1638 by the Chamber of Amsterdam, contain the following: "Each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of comforters of the sick, schoolmasters, and such like necessary officers."[1] The Dutch at Manhattan established schools at public expense as early as 1633. "Adam Roelansen was the first distinctive schoolmaster," says Wickersham, "and the school he taught" has continued in operation to the present day, "the oldest school in the United States."[2]

In 1642 parties to marriage contracts in the New Netherlands were required to promise "to bring up their children decently, according to their ability, to keep them at school, and to let them learn reading, writing, and a good trade."[2] In response to a request from the "burgomasters" and "schepens" of New Amsterdam, Dr. Alexander Carolus Curtius was sent over by the West India Company in 1659 to act as Latin master at a salary of 500 guilders.[3] Dominie Aegidius Luyck succeeded him in 1662 and brought the school so much prosperity that pupils were attracted from Fort Orange, Albany, South River (as the Delaware was then called), and Virginia. When the English, in 1664, wrested New York from the Dutch, "the claims of the poor to an equal support and of the youth to an education were not neglected. * * * Schools existed in almost every town and village at the close of this administration."[4]

SCHOOLS AND SCHOOLMASTERS IN DELAWARE.

The first provision made by the Dutch for education in Delaware occurs in the conditions offered by the city of Amsterdam in 1656 to settlers on the Delaware River. The city of Amsterdam agreed to "send thither a proper person for schoolmaster, who shall also read the Holy Scriptures and set the Psalms.

"The city of Amsterdam shall provisionally and until further opportunity provide the salary of said schoolmaster."[5]

At New Amstel (now New Castle) the city of Amsterdam "shall cause to be erected about the market, or in a more convenient place, a public building suitable for divine service; *item*, also a house for a school, which can likewise be occupied by a person who will hereafter be sexton, psalm-setter, and schoolmaster; the city shall besides have a house built for the minister."[6] No record has been found showing that a schoolhouse was really erected at New Castle at this time, nor, indeed, that one existed in the colony on the Delaware before the year 1682. The first Dutch schoolmaster in Delaware of whom we have

[1] New York Colonial Documents, 112, 123.
[2] Wickersham, 9.
[3] Blackmar's Federal and State Aid to Education, 131.
[4] Wickersham, 10.
[5] Pennsylvania Archives, second series, v, 267; Hazard, 221.
[6] *New York Colonial* Documents, i, 620.

record was Evert Pietersen, who came out to New Amstel in 1656 with the first body of emigrants from Amsterdam. He had "passed a good examination before the classis" and accompanied the emigrants as schoolmaster and *Zieken-Trooster*, "to read God's word and lead in singing" until the arrival of a clergyman.[1] That he at once organized a school is proved by the following extract from the first letter, dated August 19, 1657, which he sent to Holland. He says:

> We arrived here at the South River on the 25th April, and found twenty families there, mostly Swedes, not more than five or six families belonging to our nation. * * * I already begin to keep school and have twenty-five children, etc.[2]

In the expense account of the colony for the period from 1659 to 1662 Evert Pietersen is set down as having received somewhat more than 1,000 florins.[3] He seems to have left New Castle before 1662, and was next found at New York engaged in teaching, when the city, in 1664, fell into English hands. Arent Eversen Molenaer probably succeeded Pietersen at New Castle, for the expense account already mentioned records the payment to him in 1660 of 150 florins for similar services. The last Dutch schoolmaster at New Castle whom the records name was Abelius Zetscoven. He appears to have been minister also, but his reputation as schoolmaster outstripped his fame as minister, for the people of Tinnekonk in 1663 tried in vain to secure him to instruct their young.[4]

Concerning Dutch schools in other sections of Delaware, there is little to relate. A direct descendant[5] of Wiltbank, who was appointed "Schout" at Lewes in 1672,[6] asserts that he settled at Lewes about 1650, when it was merely an Indian village, and soon afterwards donated a lot for a schoolhouse, but whether one was actually constructed is not known.

Hazard, referring to the year 1654, says: "Andreas Hudde, late commandant of Fort Nassau, applies to director-general and council to be appointed schoolmaster."

This brief sketch closes the history of Dutch education in Delaware, but we should err were we to infer from its meagerness that there was no education during this period. As in Holland the church served as schoolhouse and the clergyman as schoolmaster and *Zieken-Trooster*, so in the Dutch settlements education filtered down to the young through the same uncertain medium.

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[1] Brodhead's History of New York, I, 631.

[2] Pennsylvania Archives, second series, V, 289.

[3] *Ibid.*, 419. Wickersham (12) asserts that Evert Pietersen "received some 1,400 florins," but does not cite his authority. The writer therefore accepts the statement in the Pennsylvania Archives.

[4] Hazard, 353. Acrelius (p. 101) says *Abelius Selskoorn*, whom Hazard regards as *Abelius Zetscoven*, "never presided over any congregation on South River as an ordained minister."

[5] Mrs. Harris, of Milford, Del., who communicated with the writer through Miss Mary T. Hall. The story is a family tradition, worthy of note, at least, even if we are not sure of its accuracy.

[6] Pennsylvania Archives, second series, V, 618.

A TYPICAL DUTCH SCHOOL.

The following agreement between Johannes von Eckkelen, accepted schoolmaster and chorister, and the town of Flatbush, Long Island, throws a flood of light upon the manner of conducting Dutch and other schools in this country two hundred years ago:[1]

ART. 1. The school shall begin at 8 o'clock, and go out at 11; shall begin again at 1 o'clock and end at 4. The bell shall be rung before the school commences.

ART. 2. When school begins, one of the children shall read the morning prayer as it stands in the catechism, and close with the prayer before dinner; and in the afternoon, the same. The evening school shall begin with the Lord's Prayer and close by singing a psalm.

ART. 3. He shall instruct the children in the common prayers, and in the questions and answers of the catechism on Wednesdays and Saturdays, to enable them to say them better on Sunday in the church.

ART. 4. He shall be required to keep his school nine months in succession, from September to June, one year with another; and shall always be present himself.

ART. 5. He shall be chorister of the church, keep the church clean, ring the bell three times before the people assemble, and read a chapter of the Bible in the church between the second and third ringing of the bell; after the third ringing he shall read the Ten Commandments and the twelve articles of our faith, and then set the psalms. In the afternoon, after the third ringing of the bell, he shall read a short chapter or one of the psalms of David, as the congregation are assembling; afterwards he shall again sing a psalm or hymn.

ART. 6. When the minister shall preach at Brooklyn or Utrecht, he shall be bound to read twice before the congregation, from the book used for the purpose. He shall hear the children recite the questions and answers out of the catechism on Sunday, and instruct them therein.

ART. 7. He shall provide a basin of water for the administration of holy baptism, and furnish the minister with the name of the child to be baptized, for which he shall receive twelve stivers in wampum for every baptism, from the parents or sponsors. He shall furnish bread and wine for the communion at the charge of the church. He shall also serve as messenger for the consistory.

ART. 8. He shall give the funeral invitations, dig the graves, and toll the bell; and for which he shall receive, for persons of fifteen years of age and upwards, twelve guilders; and for persons under fifteen, eight guilders; and if he shall cross the river to New York, he shall have four guilders more.

THE SCHOOL MONEY.—1st. He shall receive for a speller or a reader three guilders a quarter; and for a writer four guilders, for the day school. In the evening, four guilders for a speller or a reader, and five guilders for a writer, per quarter.

2d. The residue of his salary shall be four hundred guilders in wheat (of wampum value) delivered at Brooklyn Ferry, with the dwelling, pasturage, and meadow appertaining to the school.

Done and agreed upon in consistory, under the inspection of the honorable constable and overseers, this 8th of October, 1682.

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[1] Thompson's History of Long Island (2 vols., New York, 1873), I, 285, 286

CHAPTER III.

EDUCATION AMONG THE ENGLISH.

THE COMING OF THE FRIENDS.

English settlers were the last to colonize Delaware, but, unlike their predecessors, they emigrated from a land in which education could scarcely be called either public or universal. The Elizabethan age produced a Shakespeare, but left to a subsequent age the task of producing a large public to read his works. The so-called "public schools" of England of the seventeenth century were actually private, endowed schools, admitting free a few indigent pupils and controlled only in a general way by the Government. But had education in the mother country been universal the English settlers in Delaware before Penn's coming were so few and so dispersed among the Swedes and Dutch that, however great their desire to educate the young, schools and teachers were beyond their reach.

William Penn, sailing up the Delaware in 1682, passed many villages and scattered houses, containing, according to Oldmixon, some three thousand souls;[1] Swedish, Dutch, and English. Of these the Swedes, numbering about a thousand[2] and mostly farmers, had important settlements at Christina, Marcus Hook, Chester, and Wicaco; and churches at Tinicum, Wicaco, and Christina. The Dutch, less numerous than the Swedes and for the most part traders, had a large settlement at New Castle, but were scattered along the Delaware from Cape Henlopen to the Brandywine. A single church at New Castle was their only place of worship.[3]

English colonies and isolated English families had attempted to settle along the Delaware from 1640 onwards, but were usually repelled by the Swedes and Dutch. There remained, however, in almost every settlement, a few Englishmen; some from New England, others from Maryland or Virginia. And besides, the Quakers had established flourishing colonies at Salem and Burlington, in West Jersey, while many of that sect had settled at Chester and other points west of the Delaware.[4]

[1] Watson's Annals, I, 9.

[2] Ferris: Original Settlements on the Delaware, 129.

[3] Wickersham, 1, 2.

The advent of the Friends, in 1682, contributed to our civilization more aggressive and more intelligent people than the earlier settlers, whose political and social importance at once began to wane. The supersensual worship and high ethical ideals of the Friends bespoke an educated people, for the highest moral culture is most intelligible to the educated. Nearly all could read and write. Many of them were learned men. Penn himself had studied at Oxford and on the Continent.

DUKE OF YORK'S PROVISIONS FOR EDUCATION.

Provisions had already been made for education by the English authorities, who ruled the region from 1664 to 1682, when the province fell into the hands of Penn; for, among the laws of the Duke of York, we find the following, dated 1676:

The Constable and Overseers are strictly required frequently to Admonish the Inhabitants of Instructing their Children and Servants, in matters of Religion and the Lawes of the Country, And that the Parents and Masters do bring up their Children and Apprentices in some honest Lawfull Calling Labour or Employment. And if any Children or Servants become rude, stuborne or unruly refusing to hearken to the voice of their Parents or Masters, the Constables and Overseers (where no Justice of Peace shall happen to dwell within ten miles of the said Town or Parish) have power upon the Complaint of their Parents or Masters to call before them such an Offender and to inflict such Corporal punishment as the merrit of their fact in their Judgement shall deserve, not excepting ten Stripes, provided that such Children and Servants be of sixteen years of age.[1]

PENN'S PROVISIONS FOR EDUCATION.

Penn's Frame of Government, written in England in 1682, contains the following provisions for education in the New World:

Twelfth. That the Governor and Provincial Council shall erect and order all publick schools and encourage and reward the authors of useful sciences and laudable inventions in the said Province. * * * And, fourthly, a committee of manners, education and arts, that all wicked and scandalous living may be prevented, and that youth may be successively trained up in virtue and useful knowledge and arts.[2]

Among the laws agreed upon in England was one laying the basis for industrial education:

Twenty-eighth. That all children within this Province of the age of twelve years, shall be taught some useful trade or skill, to the none may be idle, but the poor may work to live, and the rich, if they become poor, may not want.[3]

Penn's last lines to his wife and children, as he embarked for America, show how dear to his heart was education, as well as the system he advocated. Of the education of his children he writes feelingly:

For their learning be liberal. Spare no cost for by such parsimony all is lost that is saved; but let it be useful knowledge, such as is consistent with truth and godliness, not cherishing a vain conversation or idle mind, but ingenuity mixed with

[1] Duke of York's Book of Laws, 19, 20.

[2] Charter and Laws of the Province of Pennsylvania, 95, 96.

[3] *Ibid.*, 102.

industry is good for the body and mind too. I recommend the useful part of mathematics, as building houses or ships, measuring, surveying, dialling, navigation; but agriculture is especially in my eye; let my children be husbandmen and housewives; it is industrious, healthy, honest, and of good example.[1]

THE FIRST LEGISLATION IN THE COLONY.

The first general assembly, which convened at Chester, December 4, 1682, soon after the arrival of Penn, accepted the frame and body of laws which Penn had prepared and printed in England, including the educational provisos already quoted. But, in addition, the assembly now passed the "Great Law," consisting of seventy-one chapters, of which Chapter LX contains the following remarkable provision:

That the Laws of this Province, from time to time, shall be publisht and printed, that every person may have the knowledge thereof; And they shall be one of the Books taught in the Schools of this Province and territorys thereof.[2]

This clause leaves no room to doubt that the Friends contemplated the immediate establishment of public schools throughout the province and the three lower counties, as Delaware was then called.

The second assembly, which convened at Philadelphia on the 10th of March, 1683, passed the following additional laws relating to education:

(1) The governor and provincial council were ordered to "erect and order all public schools," and to the former, together with one-third of the latter, was entrusted the "care of the management" of the "good education of youth."

(2) Universal education was contemplated in the requirement that persons having charge of children should have them instructed in reading and writing before they were 12 years of age, or pay a fine of £5 for every sound child.

(3) Children were to be taught "some useful trade or skill"—clearly an anticipation of modern industrial education.

(4) Force, if necessary, was to be used to execute the law.[3] The terms of this provision make it one of the strongest laws for compulsory education ever passed. Ten years later it was abrogated by William and Mary, but was subsequently (1693) reënacted by Governor Fletcher;[4] and there is no evidence of a second formal repeal.

Governor Markham's Frame of Government, granted in 1696, contains educational provisions similar to those already enumerated.[5]

ENOCH FLOWER'S SCHOOL.

The comprehensive and intelligent provisions made by the founders and early assemblies furnished a solid foundation for that educational

[1] Wickersham, 33.

[2] Charter and Laws of the Province of Pennsylvania, 123. This law was abrogated by William and Mary in 1693.

[3] *Ibid.*, 142; Wickersham, 39, 40.

[4] Charter and Laws of the Province of Pennsylvania, 238.

[5] *Ibid.*, 251.

superstructure which the colonists were authorized and destined to erect. Their first attempt to establish a school, December, 1683, is described in the "Minutes of the Provincial Council,"[1] in the following quaint words:

The Gov[r] and Provll Council having taken into their Serious Consideration the great Necessity there is of a Scool Master for y[e] Instruction & Sober Education of Youth in the towne of Philadelphia. Sent for Enock flower, an inhabitant of the said Towne, who for twenty Year past hath been Exercised in that care and Imploym[t] in England, to whom having Communicated their Minds, he Embraced it upon these following Terms: to Learne to read English 4[s] by the Quarter, to Learne to read and write 6[s] by y[e] Quarter, to learn to read, Write and Cast acco[t] 8[s] by y[e] Quarter; for Boarding a Scoller, that is to say, dyet, Washing, Lodging, & Scooling, Tenn pounds for one whole year.

Enoch Flower is said to have come from Corsham, Wiltshire, England. He opened his school, the first English school in the province, in October, 1683, in a dwelling built of pine and cedar planks.[2]

THE PUBLIC GRAMMAR SCHOOL—GEORGE KEITH AND THOMAS MAKIN.

The council which established this school also had in view a higher school, for it was proposed on the 17th of the 11th month, 1683, "that care be Taken about the Learning and Instruction of Youth, to Witt: a Scool of Arts and Sciences."

The "Friends' Public School," now known as the "William Penn Charter School," probably had its origin in a "public grammar school" which was established in 1689, incorporated in 1697, and confirmed by a fresh patent in 1701, the powers of which were extended in 1708 and 1711.

The design of the school is thus set forth in the preamble to the charter:

Whereas the prosperity and welfare of any people depend, in great measure, upon the good education of youth and their early introduction in the principles of true religion and virtue, and qualifying them to serve their country and themselves by educating them in reading, writing, and learning of languages, and useful arts and sciences suitable to their sex, age, and degree, which can not be effected in any manner so well as by erecting public schools for the purposes aforesaid, etc.[3]

The charter provided that all children and servants should be "Instructed: the rich at reasonable rates, and the poor to be maintained & schooled for nothing."[4] George Keith, then a Scotch Friend, but later a bitter foe to Friends, was the first teacher. "His salary for officiating in this school, was fifty pounds per annum, with a house for his family to live in, a school-house provided, and the profits of the school

[1] Vol. I, 36; Watson, I, 287; Wickersham, 41.

[2] Minutes of the Provincial Council, I, 38; Wickersham, 41; Proud, History of Pennsylvania, I, 345.

[3] Bowden: History of the Society of Friends in America, II, 34.

[4] Minutes of the Provincial Council, I, 499.

beside for one year."[1] His usher, or assistant, was Thomas Makin (Meakins or Meaking), who appears to have kept a "ffree school in the town of philadelphia," as early as 1693,[2] for in that year the council required him to "procure a certificate of his abilitie, Learning & diligence, from the Inhabitants of note in this towne," after which it gave him a "Licence" to teach.[3] This is perhaps the first instance of a teacher's public school certificate in the history of the country. Thomas Makin was a Latin scholar of some repute and wrote a Latin poem "descriptive of Pensylvania in 1729." In November, 1733, he fell into the Delaware River while attempting to draw a pail of water, and was drowned.[3]

CHRISTOPHER TAYLOR AND OTHER SCHOOLMASTERS.

Enoch Flower's school, organized in 1683, and the Friends public school, opened in 1689, were established as has been stated, under the auspices of the government of the province, and were therefore public schools; but others were at the same time instituted by private effort. Christopher Taylor, an excellent classical scholar and Quaker minister, founded a school on Tinicum Island before 1686, the year of his death, and referred to the island as "Tinicum, alias College Island." Christianus Lewis, a schoolmaster from Dudley, Worcestershire, England, came to Philadelphia in January, 1683, but nothing is known concerning his subsequent life. In 1692 Benjamin Clift was engaged to teach school for one year in Delaware County, Pa., and at the expiration of the term was reëlected for the same time. The Dutch and German Friends, in 1701, established a school at Germantown, and chose as schoolmaster Francis Daniel Pastorius, who had probably taught in Philadelphia five years before. Pastorius was famous for his learning, being master of seven or eight languages as well as a scientist and philosopher.[4]

THE SEPARATION OF DELAWARE FROM PENNSYLVANIA AND ITS EFFECTS ON EDUCATION.

The year 1702 marks the separation of Delaware from Pennsylvania, and warns us henceforth to confine our attention to the former State alone. No records have been found throwing light upon the educa-

[1] Proud, I, 345, 363. Janney's History of the Friends, II, 389.

[2] Minutes of Provincial Council, I, 344.

[3] Proud, 344, 345; Watson, I, 287; Wickersham, 41-43; Janney, III, 71-73. These contain sketches of early Philadelphia schools. The Pennsylvania Gazette of November 29, 1733, announces Makin's death thus: "On Monday evening last Mr. Thomas Meakins fell off a wharf into the Delaware, and before he could be taken out again was drowned. He was an ancient man, and formerly lived very well in this city teaching a considerable school, but of late years was reduced to extreme poverty."

Wickersham, 81, 82, and Bowden, II, 34, 35, are the authority for the facts concerning Taylor, Lewis, Clift, Pastorius, and their schools.

tional history of the Friends in Delaware during the period immediately after the separation. Their first school was established at Wilmington in 1748[1] by some of the first Friends who settled there, and has maintained a continuous existence to the present time. The fact is that there were probably few Quakers within the limits of the State before that date, and they were chiefly confined to the northern part.

At the beginning of the eighteenth century Swedes, Dutch, and English dwelt side by side in peace, and unconsciously began that welding process, traceable in many families of the State, which has resulted in the typical Delawarean of to-day. Many national characteristics were surrendered at the inexorable behest of fate. Intermarriage opened the door to interchange of customs; and schools in common heralded the common schools of the succeeding century. Thus far we have considered the educational development of those elements out of which the State was constructed. Henceforth we are to treat them as a composite whole, regardless of racial differences, and to trace the evolution of education in Delaware as a complete body politic.

THE PRESS IN THE EIGHTEENTH CENTURY.

The press, always an educator for good or ill, exerted considerable influence in our early history. Delaware was the last, except Georgia, of the thirteen colonies into which printing was introduced. Before 1761 the laws were printed in Philadelphia. James Adams, a native of Ireland, was the only printer who settled in Delaware before 1775. He learned the art of printing in Londonderry, and when of age came to Philadelphia, where he was employed for seven years by Franklin and Hall. In 1760 he established a press in Philadelphia, and removed it the following year to Wilmington, Del. In 1762 he began to publish The Wilmington Courant, but, for want of encouragement, it was abandoned at the end of six months. This was the first and only newspaper in the State before the Revolution. He printed for the government, and although his business was not extensive, he acquired considerable property. "Several works on religious subjects came from his press, and he published one or more almanacs annually, and bound and sold books." Upon the approach of the British army in 1777 he removed his printing materials and family to the vicinity of Doylestown, Pa., and there printed an almanac, but nothing else. After the British evacuated Philadelphia in 1778, he returned with his press to Wilmington, and in 1787 commenced the publication of another paper, entitled The Wilmington Courant, which lived for two or three years. In 1789, in conjunction with his son, Samuel, he published the Delaware and Eastern Shore Advertiser.[2] He died near the close of 1792, at the age of 63, leaving four sons and two daughters. Two of

[1] See sketch of the Friends' school, on West street, near Fourth street, Wilmington, p. 43.

[2] *Scharf, 1, 451.*

the sons, all of whom were printers, succeeded their father, but did not prosper.

The next paper published in the State was The Delaware Gazette, which first appeared in 1784, under the ownership of Jacob Craig, who was soon followed by Moses Bradford. This ends the history of the press in Delaware in the eighteenth century so far as the writer has been able to investigate it.[1]

[1]The following sources on the press in early Delaware have been used: Isaiah Thomas: The History of Printing in America, I, 318, 319; II, 150. American Almanac, 1835, p. 215. See appendix for Conrad's The Press of Delaware.

CHAPTER IV.

I.—SOCIETY FOR THE PROPAGATION OF THE GOSPEL IN FOREIGN PARTS.

ORGANIZATION AND CHARACTER OF THE SOCIETY.

To the Society for the Propagation of the Gospel in Foreign Parts belongs the credit of rendering good service in making education in Delaware universal, for the educational efforts of the Swedes, the Dutch, and the English before that time had been confined to the northern part of the State. Thomas Bray (1656–1730), the founder of the society, is one of the most important, if not most famous, personages in the history of the Church of England. He received the degree of M. A. from Oxford in 1693 and D. D. three years later. The Bishop of London appointed him commissary for the province of Maryland in 1695, but authorized him, before sailing, to seek out good and suitable men to act as missionaries in the colonies. Finding that he could secure for this service only men too poor to buy themselves books, "he seems to have made the help of the bishops towards purchasing parochial libraries a provision of his going to Maryland." Out of this library scheme was evolved the Society for Propagating Christian Knowledge. Dr. Bray sailed for Maryland on December 16, 1699, but remained scarcely a year. The work of the Society for Propagating Christian Knowledge had so largely increased when he returned that it became necessary to make one of its departments a separate society. Accordingly, Dr. Bray obtained from the King, on June 16, 1701, an act of incorporation for the Society for the Propagation of the Gospel in Foreign Parts. "Dr. Bray may then be considered as the real founder of the two oldest societies of the Established Church."[1]

The Society for the Propagation of the Gospel in Foreign Parts was organized to supply the colonists with clergymen, to check dissension and atheism in the colonies, and to make the Established Church as strong

[1]The writer is indebted to Stephen B. Weeks, PH. D., for the use of his manuscript on "The Religious Development in the Province of North Carolina" (since published in the John Hopkins University studies, Vol. X, Nos. V–VI), and for many valuable suggestions on this chapter. See also Hawks' History of North Carolina, Vol. II, 338 *et seq.*

abroad as it was at home.[1] For the first three years it was employed, according to the first report, in "supplying with able and good ministers the natives as well as English; appointing catechists and schoolmasters for the slaves, with other ignorant persons, and sending over select libraries for the improvement of the clergy, as well as practical treatises for the edification of the laity." Its success at the end of twelve years was summarized by Dean Stanhope in the words, there was "a new face of Religion introduced all over our Plantations."[2] The demand for libraries, and for schoolmasters to instruct the servants and slaves, as well as the children of the American colonists, accompanied or followed close upon the demand for clergymen. In Pennsylvania and Delaware alone the society distributed, before 1728, two hundred volumes of bound books and about £300 worth of tracts.[1] It was, however, scarcely successful in instructing slaves, for the people were backward in sending them to the schoolmasters or clergymen, and some of the missionaries found the slaves dull.[3]

GEORGE KEITH AND OTHER MISSIONARIES.

Bishop Compton sent the first Protestant Episcopal clergyman, Mr. Evans, to Pennsylvania in 1700. In two years, owing chiefly to dissensions among the Friends, his congregation increased to 500 and petitioned King William for a stipend for their minister. "His Majesty was pleased to allow 50*l.* sterling to their minister and 30*l.* to a schoolmaster at Philadelphia."[4] George Keith traveled through the colonies in 1702–1704 as missionary of the Society for the Propagation of the Gospel and converted many Quakers to the Protestant Episcopal faith. He had formerly been a stanch Friend, and in 1689 opened the first school for that faith in Philadelphia. Soon afterwards he became unorthodox and spread dissension so successfully that by 1699 about one-third of the population of Pennsylvania were Keithites. Later he joined the Church of England and in 1700 was ordained a priest by that body. Two years later he came to America as missionary of the Society for the Propagation of the Gospel in Foreign Parts with the avowed purpose of gathering "Quakers from Quakerism to the mother church." Shortly before his death in 1714 he expressed the belief that if he had died "when he went among the Quakers and in that profession, it had been well with him."[5] Upon his return to England in 1704

[1] Historical account of the Society for the Propagation of the Gospel in Foreign Parts, 179, by Humphreys, ch. I.

[2] Dean Stanhope's sermon before the Society for the Propagation of the Gospel in Foreign Parts, Feb. 19, 17$\frac{1}{4}\frac{3}{4}$.

[3] Perry's Historical Collections relating to the American Colonial Church, 18; also abstract of proceedings of the Society for the Propagation of the Gospel in Foreign Parts, 1730–1731.

[4] Historical Account of the Society for the Propagation of the Gospel in Foreign Parts, 146.

[5] Janney, III, 71–91. Minutes of the Society for Promoting Christian Knowledge for the Years 1698–1704, edited by Rev. Edmund McClure, 32, note.

he represented to the Society, whose missionary he had been, the want of ministers in the colonies, "and assured them that several congregations in many Towns had engaged him to present their humble Requests to the Society to send Ministers to them." Among these were the congregation in Dover Hundred and New Castle, "where they were building a church when he came away."[1]

The Society immediately responded and sent them missionaries, two of whom, Rev. George Ross and Rev. Thomas Crawford, went to Delaware. In the same year they reported that, among other things, they had busied themselves in "appointing catechists and schoolmasters for the slaves, with other ignorant persons, and sending over select libraries for the improvement of the clergy, as well as practical treatises for the edification of the laity."[2]

GEORGE ROSS AND EDUCATION AT NEW CASTLE.

Rev. George Ross was appointed missionary to New Castle, then a town of about 2,500 inhabitants, in 1705, and remained there for many years. He was so successful and popular that many people came regularly from points 12 miles away to hear his sermons; and his people voluntarily paid him £48 per annum. In addition to New Castle, where he preached twice a month, his parish sometimes included Apoquiminy and White Clay, at each of which he preached once a month. Missionary zeal prompted him to pay repeated visits also to lower Delaware. In 1717, in company with William Keith, governor of the province, for Pennsylvania and Delaware at this time had a common governor, he visited Lewes and other points in Sussex County, and preached at every place. He visited Kent County also, and on a second visit to Sussex County opened a new church.[3] The importance of education was ever before his mind. He petitioned the authorities in England in 1729 that "a small salary of six pounds per annum may be allowed to a catechist or schoolmaster in this place to encourage his instructing youth in the Church Catechism."[4] This, however, was not the first request of this kind, for, as early as 1711, the vestry of the church at New Castle petitioned the Society to send them a schoolmaster.[5] Mr. Ross, in a sketch of the history of his church at New Castle, described the condition of education in 1727 as follows:

> There are some private schools within my reputed district which are put very often into the hands of those who are brought into the country & sold for servants. Some School Masters are hired by the year, by a knot of Families who, in their turns entertain him monthly, & the poor man lives in their Houses like one that begged an alms, more than like a person in credit & authority. When a Ship arrives in the River it is a common expression with those who stand in need of an Instructor for

[1] Hist. Acct. of the Society for the Propagation of the Gospel in Foreign Parts, 79, 80, 54.

[2] First report (1704) of the S. P. G.

[3] Hist. Acct. of S. P. G., 162–166, 169–173.

[4] Perry's Hist. Collections relating to the American Colonial Church, v, 55.

[5] *Ibid., 30.*

their children, *Let us go & buy a School Master.* The truth is, the office & character of such a person is generally very mean & contemptible here, & it can not be other ways 'til the public takes the Education of Children into their mature consideration.[1]

THOMAS CRAWFORD AND THE MISSION AT DOVER.

Rev. Thomas Crawford was sent as missionary to Dover by the Society for the Propagation of the Gospel, in 1704.

He entered upon his Ministry with good success, and gained from Persons of Repute, the Character of an ingenious and acceptable Man. The People at his first coming among them were very ignorant; insomuch that he informs, not one Man in the County understood how the common-Prayer-Book was to be read; and he was forced to instruct them privately at home, in the Method of reading the Liturgy: for the more general Instruction of the People, he used to preach one Sunday at the upper End of the County, another at Dover Church, and a third at the lower End of the County. He used to Catechise the children all the Summer long, before sermon, but not in the Winter.

He, like Ross, was zealous in spreading the faith. He preached throughout the whole of Kent County, "which," he said, "is above 50 miles long at several places," and occasionally at Apoquiminy, in New Castle County. He preached also in Capt. Hill's house, at Lewis Town (Lewes), then inhabited mostly by pilots and other seamen; and it was through his influence that the society sent to the Lewes people Bibles and prayer-books. Crawford then returned to England, and for many years Kent and Sussex had no ministers, but depended upon the voluntary services of Ross and others. The Society paid Crawford £50 per annum for his services and allowed him £15 for books to be distributed among the people.[2] In 1709 or 1710, Mr. Jacob Henderson was sent to Dover Hundred but no record has been found of his work there.[3]

THE MISSION AT APOQUIMINY.

The inhabitants of Apoquiminy, in the southern part of New Castle County, built a church in 1705, long before they had any settled minister. They were sometimes visited by Rev. Mr. Sewell, from Maryland, and by Rev. Thomas Crawford, of Dover. They applied to the Society for a minister, and Rev. Mr. Jenkins was sent them. He was so successful that more than two hundred persons attended his services. For a time he officiated at New Castle, but returned to Apoquiminy in 1708, and five months later died. The Society for a long time sent no one to succeed him, because the support of other missions annually exhausted their funds. The Apoquiminy people depended therefore upon the visits of of Biork (the Swede), Club, Ross, and others. Dover, also, was bereft of a clergyman, and none had yet been sent to Lewes, so that the want of missionaries was general. The clergy of Pennsylvania and Delaware

[1] Perry's Hist. Collections relating to the American Colonial Church, v, 47 *et seq.*

[2] Historical Acct. of Society for the Propagation of the Gospel, 166-169. Oldmixon, 155. Society for the Propagation of the Gospel, Report, 1709, 1710. First Report of Society for the Propagation of the Gospel.

[3] Hist. Acct. of Society for the Propagation of the Gospel, 159-162, George Berkeley's sermon, preached in 1732, as Report of Society for the Propagation of the Gospel, 50.

wrote to the Society in 1715 that their churches were becoming less popular, and the people of Apoquiminy, Bucks, Kent, and Sussex counties were in danger of falling from the faith. They said they had endeavored "to keep those congregations together" by pastoral work and by "instructing their youth," but the service was rendered extremely difficult by the wide dispersion of the churches. The Society sent Mr. Merry as missionary to Apoquiminy, but, instead of settling there, he returned to England. Mr. Campbell succeeded him, but soon went to Brookhaven. Mr. Hacket was next sent, and appears to have remained, for he writes in 1732 that he "finds the People backward in sending grown *Negroes* to be instructed in order for Baptism; but they frequently bring *Negroe* children to church, and after their being instructed, their Masters become their Sureties."[1]

LAST SERVICES OF THE SOCIETY IN DELAWARE.

Governor William Keith, shortly after his visit to Lewes in 1717, wrote to the Society and described the great want of missionaries in Delaware. Mr. Becket was at once sent to Lewes. He proved his efficiency by building one new church at Lewes in 1720–1721, and three at adjacent points. His circuit included Lewes, a place 8 miles away, and another 25 miles distant. The Society rendered its last service (if we may trust the records) to education in Delaware in colonial times by sending, in 1770, to Rev. Israel Acrelius, the Swedish clergyman and historian, "some small religious books" to be distributed to those who needed them, "and particularly to the Swedes at Egg Harbor."[2]

Brief as is this sketch of the Society and its work in Delaware, it includes all that the records have revealed, and suffices to establish the Society as the most important agent in the State at large in the last century for the propagation of education as well as the gospel. Moreover, it is equally clear that New Castle and Dover, whither missionaries were first sent, became the Iona and the Lindisfarne of this little Teutonic Commonwealth, for they sent forth missionaries to its remotest bounds.

II.—THE PRESBYTERIANS AND HIGHER EDUCATION.

If the Protestant Episcopal Church rendered education in Delaware universal, the Presbyterian Church took the initiative in raising its grade. For Delaware College is the fruit of a seed planted in 1738 by the presbytery of Lewes; which sprouted in the New London (Pennsylvania) Academy of Francis Alison, in 1744; ripened to maturity in Newark Academy, and bore fruit in Delaware College.[3] Previous to this, no school in Delaware seems to have been founded by the Presbyterians, but the importance of their work is in no way impaired by

[1] Abstract of proceedings of the Society for the Propagation of the Gospel, 1730, 1731.
[2] Burr, 486.
[3] See sketch of Newark Academy, p. 71.

this statement. Their mission was to add educated men to the colony and, by contrast, to create a desire for higher education before inaugurating a definite educational policy. The first Presbyterians in Delaware, as in neighboring States, were Scotch and Irish, whom the persecutions of Charles II, after the restoration, had driven from home. Their first church in this country was organized in Philadelphia, before or in 1698, by Francis Makemie.[1] The influx from abroad, from 1718 to 1740, was largely Presbyterian. As many as 100 Irish Presbyterians landed at New Castle in September, 1736, and more were daily expected. Before 1738 congregations were organized at New Castle, Wilmington, Brandywine, White Clay, Apoquiminy, Middletown, Dover, Cedar Creek, and Lewes. Nearly two-thirds of the ministers who came over before 1738 were graduates of Glasgow University. Those who came from New England had studied at Yale, and those from Wales were liberally educated. The most distinguished of these to settle in Delaware was Francis Alison, who studied at Glasgow and came to America as a probationer in 1734 or 1735.

The emigration, says Webster, brought over many schoolmasters, and few Presbyterian settlements were without schools during most of the year. It was rare to find one (except among the servants, and even among them it was very rare) who could not read and who did not possess a Bible. The Shorter Catechism was learned at home and recited at school, and the Psalms in meter were largely treasured in the memory. They were the lullaby of the babe, and the song at the loom and at the wheel. * * * Family instruction was not neglected; the Catechism was "gone through" on Sabbaths by parents, children, and servants; sermons were repeated, and the points of doctrine duly compared with the Scripture.[2]

Thus it appears that the Scotch-Irish Presbyterians added no new principle to the educational development of the State, except a better educated ministry; and that education with them, as with the earlier settlers, went hand in hand with religion.

[1] Records of the Presbyterian Church in United States, 5, 6.

[2] Webster's History of the Presbyterian Church in America, 119–124, 297, *et seq.*

CHAPTER V.

PRIVATE EDUCATION IN THE TOWNS.

PRESENT STATUS.

Delaware has at present but four private schools for both sexes.[1] These are the Wilmington Conference Academy at Dover, the Milford Classical School, Newark Academy, and the Friends' School at Wilmington. They employ 27 instructors, of whom 11 are male and 16 are female. The total enrollment of students is 509, of whom 284 are male and 225 female. Of these students, 48 are preparing for college or scientific schools and 15 have entered college since the close of the academic year of 1889. The total value of the grounds and buildings of these institutions is $129,000; the amount of productive funds is $7,000, and the income from productive funds is $350. The schools are, therefore, mainly dependent upon public patronage for operating expenses. The total number of volumes in their libraries is 3,300. The value of their scientific apparatus is $1,400.

WILMINGTON.[2]

THE CONTINUITY OF EDUCATION IN WILMINGTON.

No spot in Delaware can show the continuity of educational history so distinctly as Wilmington. From the establishment of Swedish schools, about two hundred years ago, until to-day almost every link in the chain of progress can be seen. This distinction for Wilmington is largely due to the geographical situation, near the early settlements, and to the character of the Swedes, who transmitted to their children and to their neighbors' children the educational heritage which they

[1] The statistics for this paragraph are for the year 1889 and are taken from the Report of the U. S. Commissioner of Education for the year 1888–'89, vol. 2, pp. 982, 1030. The first school named is under the care of the Methodists; the second and third are non-sectarian, and the fourth is claimed by the Friends.

[2] Public schools of Wilmington have been reserved for treatment under public education in Delaware. Scharf (II, 683) has been used occasionally in this section where earlier writings were not accessible, but catalogues and private records have been the chief source.

brought from Sweden. Whatever the status of education in the country regions during the colonial period, in Wilmington it was usually better. Ferris says:

> The teachers were frequently good moral characters, though often very deficient in other respects. The course of instruction very rarely extended beyond reading, writing, and arithmetic. About the year 1787 the committee having the charge of the school "on the hill" procured a teacher from Philadelphia, who was at that time accounted an extraordinary scholar, as he could teach Latin and Greek. He introduced as an additional branch of instruction English grammar; but for want of suitable books for the purpose his effort was almost a failure. No other branches were attempted. Geography was no more thought of as a branch of school education than astrology.[1]

At the beginning of this century, Wilmington was a brick town of about 750 houses,[2] 5,776 inhabitants (according to census of 1810); "9 places of religious worship, a town house, and an academy in which the learned languages" were taught; 21 schools in which there were 650 scholars. Of the school children 168 girls were in 5 schools for that sex only, 131 boys in 4 schools for males, 317 children in 11 schools for the two sexes, and 34 children of color in 1 school, making a total of 650 children. The price of tuition varied with the ability, reputation, and patronage of the tutors, from $10 to $32 per annum for day students. In the boarding schools, where there were usually, at this period, 60 girls, the students were charged $156 per annum. There were also a goodly number of children schooled by charity. So sincere was the interest in education that a writer in Niles's Weekly Register, October 7, 1815, suggests—

> The propriety of an interference of legislative authority to oblige the owners of manufacturing establishments to provide a certain portion of literary education for the children they employ.

JOHN THELWELL AND HIS SCHOOL.[3]

John Thelwell was a famous schoolmaster in Wilmington in Revolutionary times.

> It would be easier for us to say what he did not than to recount his numerous duties. He was a ruler, an exhorter, and an efficient class leader with these people. He was clerk of the market too, and once he weighed a woman's butter which was wanting in balance, and was about to take away the basket. She being keen-sighted, and he having but one eye, she took the advantage by daubing a pound in the other eye and thus made off with her effects.
>
> He held the office of bellman from time immemorial; as crier many at this day remember Daddy Thelwell and his big bell, tingling as he passed, and warning the burgesses to attend their meeting in the little town chamber over the end of the lower market house, also for sales of property and goods at auction. Those are yet living who heard the joyful sound of his old bell ringing in their ears, arousing them from repose, his

[1] Ferris, 285, 286.

[2] Niles's Weekly Register, October 7, 1815 (Vol. IX, 92–96). Article on Wilmington, Del., and its vicinity; Warden's United States, II, 133.

[3] Montgomery's Reminiscences of Wilmington, 226–229. The sketches of John Thelwell and Mrs. Elizabeth Way are quoted verbatim from Miss Montgomery's book, written in 1851, because it seemed impossible for the writer to present as vivid a picture in his own words.

voice echoing loud and long, "Cornwallis is taken." Could you believe, after being faithful to all these duties, he should be a schoolmaster, and of some note, too?

The more ancient Horn Book, scarcely now remembered, became out of use in this country and ceased to be imported from England when we undertook to teach ourselves learning after the Revolution. It was soon below our expectations, for it only contained the alphabetic letters, the numerals, and the Lord's prayer; these, fastened on a small, thin board, about the size of a small spelling-book page, were securely nailed to it with a strip of bright brass for a margin, and covered with a plate of horn so transparent as to render the text clearly to be read, yet fully defended from the unwashed fingers of the pupils. One of the British poets has immortalized this elementary guide to all the future learning of our advanced age:

Hail, ancient book, most venerable code,
Learning's first cradle and its last abode;
The huge unnumber'd volumes which we see
By lazy plagiarists are stolen from thee;
But future times to thy sufficient store
Shall ne'er presume to add one letter more.
Thee will I sing in homely wainscot bound,
The golden verge encompassing around,
The faithful horn in front from age to age
Preserving thy invaluable page.

But the intruding successor to teach the alphabet—spelling, reading, and grammar—was Dilworth's spelling book, with small print like worn-out newspaper type. This generation would not now humble their minds to study such dim lights.

At the foot of Quaker Hill Mr. Thelwell had commenced teaching, but was soon promoted to the little Senate Chamber over the market house, and this, at the corner of Third and King streets, was long his room. Most boys and girls here were his pupils, at least during part of their school days. The boys' entrance was front, the girls' up an alley. Even in those primitive days there were some unruly children; but he adhered most strictly to the letter of Solomon's advice and "never spared the rod." The rattan or ferule seemed to be in perpetual motion, and were as common in his seminary as gymnastics at this day, and woe to the boy mounted to receive the reward of his exploits or omissions! But wondrous strange if after such an exhibition he should return to school subdued. It can only be accounted for that independence was not fully understood in the young Republic. Certainly it was not carried out as in this day.

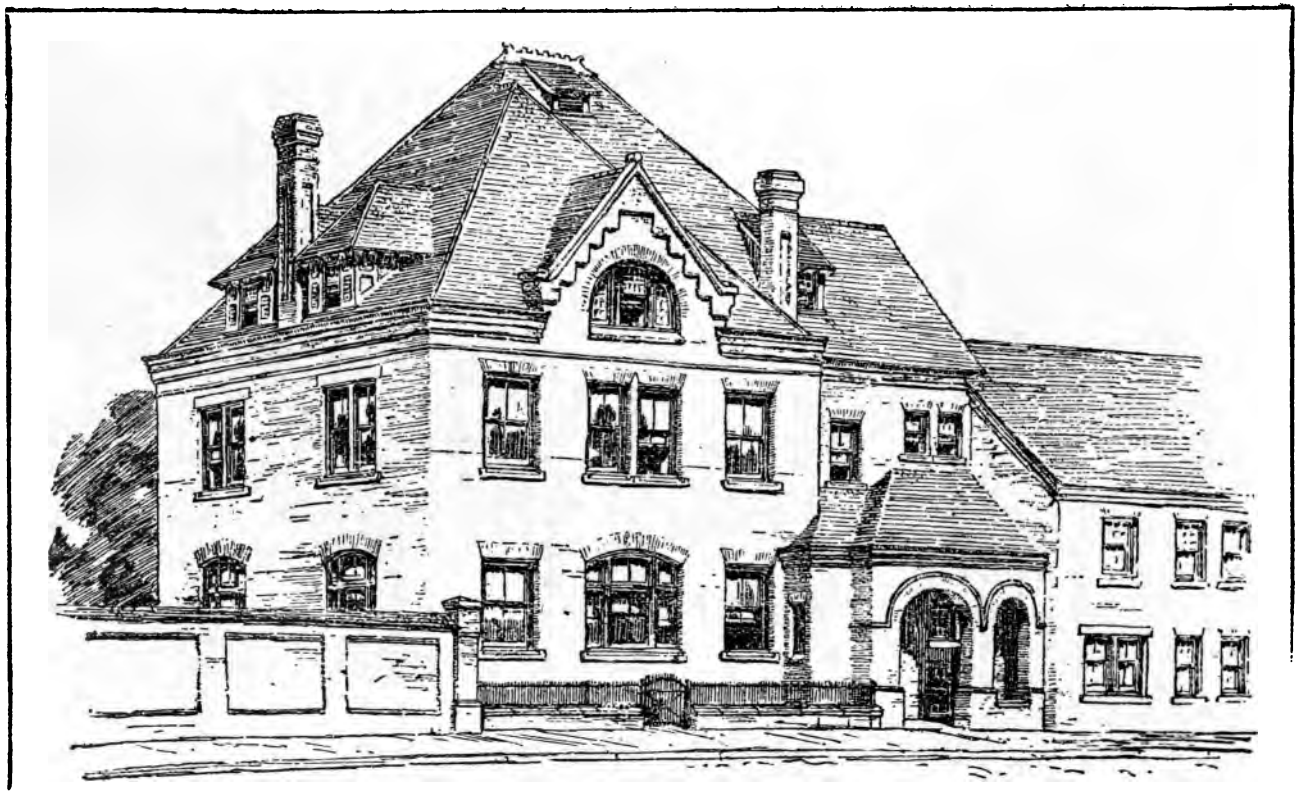
The Bible was used for the senior class, and also Gough's arithmetic, with sums in simple division that would fill a large slate and puzzle many a brain and cause showers of tears. This school was opened every morning by prayer and singing a hymn.

The village all declared how much he knew;
'Twas certain he could write and cipher, too;
Lands he could measure, times and tides presage,
And e'en the story ran that he could gauge.
But past is all his fame—the very spot
Where many a time he triumphed is forgot.

Miss Debby Thelwell, the eldest daughter, assisted and kept the girls in order; she was a very worthy woman, but with no literary pretensions. Miss Polly rarely entered; she was timid and more refined. After the father's death the sisters united and taught young children for many years, until this worthy family were removed by death from useful employment.

On the northeast corner of Second street was a school of long standing for girls.

There in her noisy mansion, skilled to rule,
The village mistress taught her little school;
Well had the boding tremblers learn to trace
The day's disasters in her morning face.



FRIENDS' SCHOOL.

MRS. ELIZABETH WAY.

Elizabeth Way was a celebrated teacher of needlework, so important for
n those times that even the art of shirt-making was strictly attended to,
ng and cutting were taught here with neatness and care. Most of the older
brought up in this town have been her pupils.

Way was a very respectable and worthy woman; she had received an educa-
erior to most women of her day, and was endowed with a strong mind and
inciples of morality, yet an irritable temper was a drawback to her useful-
l it was annoying to some of her pupils. She was a disciplinarian of the
ol and strictly adhered to the wise king's advice. A bunch of switches or
ne-tails were freely used to correct the naughty.

er spectacles were worn for slighted work. Much attention was paid to the
, for if the head leaned down Jamestown-weed burs strung on tape were
r a necklace; or if a person stooped a steel was at hand—this was the
f the waist—and held up the chin by a piece extending round the neck, and
confined it down. It was not very comfortable to the wearer, though fitted
the "crooked ways straight;" but a morocco spider worn on the back, con-
the shoulders by a belt, was more usual.

elebrated painter Benjamin West had been the companion of Mrs. Way's
d and youth. As absent friends, they kept up a correspondence in age, and
d much pleasure to her to relate anecdotes of his early days.

Hendrickson, of Swedish descent, and then one of the most respectable
; merchants, married her only daughter, a handsome and lovely woman, and
steemed; he owned the opposite corner, where they lived. Mrs. Way was
d had declined teaching to live with her daughter; her only son, a young
n, was also an inmate of this family. Mrs. Hendrickson and the doctor both
ms to the yellow fever of 1798. This sore calamity "brought down her
rs in sorrow to the grave."

FRIENDS' SCHOOL.

school, the oldest in Delaware having a continuous existence,
ated on West street, near Fourth street. It was established in
y some of the first Friends who settled in Wilmington. For
a century it was without the city limits, on "Quaker Hill." At
e principal studies taught were "Readin, 'Riten, and 'Rithmetic;"
t named was generally called "ciphering." In 1786 a teacher
hiladelphia was secured, who introduced the study of English
ar, Latin, and Greek, and raised the standard of the school in
o compete with the old academy on Market street.

780 John Webster, who afterwards became an influential citizen
town, "kept school." He was the last on whom the old-time
: "barring out the teacher" was played. The night before Christ-
e boys climbed into the schoolhouse by the chimney way, piled
gainst the door inside, and nailed the windows down. The next
g at 8 o'clock the master tried the door, as usual, but found it
ded against his entrance. Through the window came a shout
ne largest boy, "We will only let you in if you promise to give us
ay." "It is not my will that boys shall rule or dictate terms of
' responded the irate teacher, redoubling his efforts to capture
t. At 10 o'clock the besieger was joined by three male Friends

on their way to meeting. A council of war was held; reënforced and armed with a crowbar, the besieger renewed the attack and pried open a window. Then the besieged beat a precipitate retreat out the back window only to fall into the arms of the vigilant guard. Beneath the rod the captives appeased the outraged law and at the same time permitted the captor's reputation to go unsullied.[1]

John Webster had among his pupils James A. Bayard, Louis McLane, Cæsar A. Rodney, and E. W. Gilpin; three of these became United States Senators, and the last named chief justice of the State of Delaware.

In 1846 a new building was erected for girls. In 1883 the question of tearing down the old building and erecting one more in keeping with the age was discussed; but the love of the antique prevailed, and the old structure was spared. An addition, however, was made in the rear at a cost of $14,000.

A new building was added in 1889 at a cost of $13,000, and fitted with a gymnasium, scientific laboratories, and other modern improvements. The building will now accommodate 300 pupils.

The present principal, Isaac T. Johnson, a graduate of Haverford College, took charge of the institution in 1881. His administration includes the most prosperous period of its history. During the academic year 1890–91 the total enrollment was 296, the largest in the history of the school. Mr. Johnson is assisted by a faculty of 10, including graduates of Princeton, Swarthmore, Haverford, and Smith College. As now organized the school includes a primary, intermediate, grammar and high school. Students are prepared for the best colleges in the land and for business. An advanced course is offered for the benefit of those who do not intend to go to college. In addition to the usual studies a course of lectures on physiology and hygiene is given by a lecturer from the Jefferson Medical College, Philadelphia. Considerable attention is paid to drawing. The growing demand for physical culture has been met by the fitting up of a gymnasium, which is in charge of a pupil of Dr. D. A. Sargent, of the Hemenway Gymnasium, Harvard University.

Coeducation is the policy of the school, but the boys and girls have separate study halls. Graduates are admitted to Swarthmore, Haverford, Williams, Wellesley, and Smith College, and to the University of Pennsylvania, on the certificate of the school; an index of the high character of the work done. Children over 6 years of age are admitted to the school. The school is doing excellent work, and is sending students annually to the best colleges in the land. Since the first draft of this sketch was prepared in 1889 the school has increased in numbers from 181 to 296, and now has the largest enrollment of pupils of any educational institution ever in the State.[2]

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[1] Ferris, 286, 287.

[2] The growing importance of this school demands a longer sketch, but the writer has not succeeded in getting more material.

WILMINGTON ACADEMY.

The Old Academy of Wilmington, built about 1765, was "a noble stone edifice of the neatest mason work, graced by majestic forest trees on the surrounding grounds, commanding an extensive prospect of land and water."[1] The situation, on Market street, between Eighth and Ninth, was indicated in 1774 by the famous preacher George Whitefield in the following words: "In the academy woods at Wilmington I preached to 3,000 persons." The ground upon which it stood was probably donated by a Swede, Stalcop. "Public-spirited men erected it, and the fathers of the country were overseers." The following distinguished men were the first trustees: Rev. Lawrence Girelius, Bishop White, Hon. Thomas McKean, Dr. Robert Smith, Thomas Gilpin, Dr. Nicholas Way, and Joseph Shallcross, Esq. The first principal was Robert Patterson, father of Dr. Robert M. Patterson, of Philadelphia, president of the United States mint. At the outbreak of the Revolution he instructed his pupils in military tactics, and carried many of them with him into the Continental army. He joined the New Jersey line, and served as major in the paymaster's department during the war. Instruction was suspended for several years, and the "noble fabrick was converted into a barrack and hospital" for the contending armies.

The following is the draft of a plan of education for the Wilmington Academy,[2] which was adopted by the trustees of the said academy at their meetings on the 2d and 22d days of May, 1786. "The object of this Academy is to promote the important cause of Religion, Morality, and Literature." The officers included a principal, a professor of mathematics, a professor of languages, and a professor of English. When one of these professors became "overburthened with pupils" the trustees or their committee were empowered to appoint an usher or ushers to assist him. The principal, in addition to his executive duties, was expected to lecture on "Moral Philosophy, namely, Ethics and Natural Law." Essays in Latin as well as in English were required from the pupils. For the two best English essays rewards and honors were offered while the authors of the two best Latin essays from each class received "some honorary distinction at the hands of the trustees."

CURRICULUM.

Languages.—As five years are conceived to be sufficient in general to finish a course of classical education, the following books are fixed upon for the classes of each year.

For the first or lowest class: Rudiman's Rudiments; Sententiæ Pueriles; Selectæ e Veteri Testamento; Mair's Introduction.

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[1] Montgomery's Reminiscences of Wilmington, 293 *et seq.* See also the John Dickinson pamphlets and Scharf's History of Delaware, II, 686, for facts concerning this academy.

[2] The writer is indebted to Mr. Frederick D. Stone, librarian of the Pennsylvania Historical Society, for the use of the John Dickinson Pamphlets, which furnished the facts which follow.

Second class: Cæsar's Commentaries; Nepos; Ovid begun with Prosody.

Third class: Ovid continued; Sallust; Cicero de Amicitia and de Senectute; Terence and Greek Eton Grammar.

Fourth class: Virgil and Livy; Greek Testament; Lucian and Poetæ Minores Græci.

Fifth class: Horace, Tacitus, Cicero, Homer, Xenophon, Demosthenes.

N. B.—The French language will be taught by one of the Professors of the Academy, if parents or guardians require it.

Mathematics.—The two higher Latin classes shall every day attend the Professor of Mathematics at such time and in the manner as the Principal, Latin and Mathematical Professor shall fix and appoint, each pupil paying for the use of the mathematical Professor seven shillings and six-pence per quarter extra.

Junior class: All the rules of arithmetic, vulgar and decimal, the four rules of Algebra, and the method of solving simple Equations, Euclid Book I, Geography, and the use of the globes.

Senior class: Euclid, Trigonometry (plain and spherical), Surveying and Navigation, the "principles also of Astronomy and of the Newtonian System, the Solution of quadratic equations, and the principles of the conic sections."

English.—Lowth's Grammar. "Blair's Lectures upon Rhetoric ought to be particularly attended to. The higher English Classics must be frequently employed in exercises and composition." Reading and Penmanship.

The scholastic year began in November. The following were elected teachers: Charles Henry Wharton, D. D., Principal; Mr. Patrick Murdock, Professor of Languages. A Professor of Mathematics and a Professor of English were to be selected by a committee consisting of Rev. Laurence Girelius, John Dickinson, Dr. Nicholas Way, and Jacob Broom, who were directed to act in concurrence with the principal.

"The price of tuition is two guineas per annum in the English and six pounds in the other schools." "Young gentlemen may be accommodated at the best boarding-houses, washing included, at the rate of £30 per annum." Sunday attendance upon public worship was made compulsory.

In 1786 prominent scientists, among whom were Benjamin Franklin, Dr. Rittenhouse, Benjamin Rush, and James Madison, held a meeting in the academy. Dr. Franklin experimented with electricity on this occasion, and astronomical observations were made from the cupola.[1]

In the early days of the Republic one of the first general conventions of the Protestant Episcopal Church met here. The building was converted into a manufactory before the century closed. A few years later the school was reorganized, and the following new trustees were appointed: Dr. J. Latimer, Dr. E. A. Smith, Dr. Read, Dr. James Tilton, sr., Judge Bedford, and R. Hamilton, Esq. The school was divided into two departments, male and female, and a competent teacher was selected for each. The annual examinations, which were public, are thus described by Miss Montgomery:[2] "The boys had recitations and were examined by day. The evening closed by exhibitions from well-chosen scenes in Shakespeare, which afforded amusement to crowded assemblies of spectators." In 1803 a charter was granted naming it

[1] Montgomery, 295; Scharf, II, 686. [2] Montgomery, 295.

the "College of Wilmington," and the trustees were empowered to raise money by lottery for its support. The last principal (1828) was Byron Lawrence, a graduate of Oxford University. The building was sold soon afterwards, and was torn down in 1832. Dwelling houses were afterwards erected upon the site.

MASTER WILSON.

Master Wilson, a Scotchman, goes down in history as the first man in Delaware to oppose higher education of women. He kept a school for both sexes as early as 1760, and thought it unnecessary for girls to "go in arithmetic further than through simple Division, 'cause it was no use; only tom-boys, with big slates, would care to cipher in the Double Rule of Three"—an argument interesting if not irresistible.

JAMES FILSON.

James Filson[1] first taught in Wilmington before the Revolution, and again in 1785. A wounded arm prevented him from "thrashing the boys" to his heart's content, so he abandoned his profession and joined Daniel Boone in Kentucky. He made the first complete map of that State and became its first historian. The Filson Club which is to-day making valuable contributions to American historical literature, especially of the southwest, properly perpetuates his name.

WILLIAM COBBETT AND HENRY PEPPER.

Probably the most distinguished schoolmaster that Wilmington ever had was William Cobbett,[2] the English essayist, politician, and agriculturist. Cobbett came to America about 1792, and for a time taught English to French refugees. Then he settled in Wilmington and assisted Henry Pepper, a graduate of Dublin University, in the management of a school on Shipley street, "where most of the respectable

[1] Scharf, II, 686.

[2] Montgomery, 313, 315. William Cobbett (1762–1835) was of peasant origin and self-educated. In 1783 he acted as copying clerk to a London attorney and for the next eight years served in the English army in Nova Scotia. In 1791 he returned to London and supported the agitation for an increase of soldiers' pay. This involved him in a libel suit, which endangered his liberty; therefore, he came to America. His satirization of Priestley made his career. He published, also, in this country "Le Tuteur Anglais," "The Censor," "Porcupine's Gazette," "The Rushlight," and reprinted Chalmer's scurrilous "Life of Thomas Paine." Twice in America was he indicted for libel. He returned to England in 1800. There he published "The Porcupine" daily for one year and "Cobbett's Weekly Political Register" for thirty-three years, until his death. He paid a second visit to America in 1817, to escape a second imprisonment for libel, and remained two years. In 1821 he opened a seed farm at Kensington. By 1830 he had become the leading English journalist. He was a member of the first reform Parliament. Cobbett's political and historical theories were crude and his economic principles often absurd, but he showed a genuine interest in the poor, especially the agricultural laborer. (Dictionary of National Biography, article on Cobbett.)

children of suitable age were in part educated." "He gave the credit of being initiated in political debates to this town." "He had lived," he said, "in the hotbed of democracy." On Quaker Hill, beneath the Stars and Stripes, whose political horizon was then so brilliant, he scarcely dared to defend royalty. But after his removal to Philadelphia in 1796 he played into the hands of the Federalists and gave loose rein to his royal tendencies in bold and scathing effusions under the *nom de plume* of "Peter Porcupine." Henry Pepper, at Cobbett's solicitation, resigned his flourishing school at Wilmington and assisted Cobbett in publishing The Porcupine. Soon, however, he discovered a want of principle in it and withdrew, for those who had been Cobbett's best friends in his poverty were the first attacked.

MICHAEL MARTEL.

Michael Martel, a fugitive from the French revolution, taught school in Wilmington at the close of the last century. "His preëminent knowledge of language—a proficient in fifteen—with a wonderful facility to communicate what he knew, acquired a fame for teaching that had never been equaled in Boston or New York," remarks Montgomery. "Many of the honorable in all these places were his pupils; and here likewise he taught persons of every age, and numerous applicants daily were dismissed." He taught for love and "often remarked that he would rather pay young persons fond of study for the pleasure of teaching them than for any sum to teach an idle, stupid youth." His enthusiasm, however, was accompanied by an indifference to business that finally reduced him to penury. He had been the intimate friend of Aaron Burr and the preceptor of his daughter, Theodosia, to whom he had taught five languages and dedicated his works. In the midst of his usefulness he was struck down by paralysis and was ever afterwards supported by his grateful pupils. Aaron Burr passed through Wilmington in 1803, while Vice-President of the United States, and was apprised of Martel's affliction and destitution. With characteristic ingratitude, Burr replied, "I know him not," but added, when confronted with the letter of introduction which he had given Martel years before, "I own I wrote that letter when I knew him, but I know him no more." [1]

LEWIS CASS.

Lewis Cass (1782–1867) taught school in Wilmington in Martel's day.[2] After the war of 1812 he was for eighteen years governor of Michigan Territory and one of the most potent factors in the development of the Northwest. He was Secretary of War in 1831, under Andrew Jackson, and, four years later, was sent to Paris as envoy extraordinary. As United States Senator he voted for the fugitive slave law in 1850. In 1857 he was made Secretary of State under President Buchanan.

[1] Montgomery, 71. [2] Scharf, II, 683.

THE HILLES BOARDING SCHOOL FOR YOUNG LADIES.

"Somewhere about 1797, Mr. Crips erected the mansion long known as the Old Boarding School, which in that day was thought a fine building." A few years later Mrs. Capron, of Philadelphia, opened a boarding school in the house, but was succeeded in 1809 by Joshua Maule and Eli Hilles. After the death of Maule, Eli Hilles associated with him his brother Samuel and these two erected a large building at the corner of Tenth and King streets. The school professed to give thorough instruction "in the branches of a plain English education," but French also was imparted to those who wished it. It flourished for many years and attracted students from nearly all the States, as well as the West Indies. Eli Hilles withdrew in 1828, and Samuel Hilles, four years later, was called to Haverford College, which had just been founded. John M. Smith was a subsequent principal. "It is now conducted," writes Miss Montgomery in 1851, "by Dubre Knight, uniting a day school, and it sustains a high character."[1]

BRANDYWINE ACADEMY.

This school was founded in 1799; incorporated in 1815 and again in 1832. Mr. McNevin conducted it in 1830 as an English and classical academy.[2]

JOHN BULLOCK'S BOARDING SCHOOL AND OTHER SCHOOLS OF THE NINETEENTH CENTURY.

John Bullock's Boarding School was established in 1821 by John Bullock,[3] a Friend, and continued in operation until 1846. Its splendid reputation brought it students from distant parts of the Union and the West Indies.

Wilmington Boarding School for boys was established by Samuel Smith in 1829.

Friend's School, at Ninth and Tatnall streets, was originally on Market street above Eleventh. It was endowed by Samuel Canby in 1832 with $1,000 and a lot, on which a school building was at once erected. This building was replaced in 1874 by the one now in use.

Young Ladies' Institute was opened in 1851. Thomas M. Cann, A. M., was principal in 1854 and there were 69 students in attendance.

Taylor and Jackson's Academy was founded in 1857. It was changed to Taylor's Academy about 1871. In that year 225 pupils were enrolled and in the next 209. The building is now used by the public schools.

Academy of the Visitation, founded in 1868, is one of the best private schools in the city.

W. A. Reynold's *Classical and Mathematical Institute* flourished for a few years, enrolling in 1871–72 more than 100 students.

Brandywine Seminary was established in 1878 by W. S. McNair, A. M., in the Institute building. It was removed soon afterwards to the

[1] Montgomery, 266, 269, 270. [2] Scharf, II, 683. [3] Montgomery, 320.

Harkness building, Tenth and Market streets, and was abandoned a few years ago. It was a coeducational school, with a kindergarten attached.

RUGBY ACADEMY.

Rugby Academy was opened for boys by Samuel W. Murphy, A. M., M. D., January 2, 1872. Wilson M. Foulk succeeded Dr. Murphy in the management of the academy October 18, 1887. In 1888–89 the faculty consisted of five members; sixty-three boys were in attendance, and there were three departments—primary, junior, and senior. Two important features of the school are the military drill and the literary societies—the Rugby and the Bryant. The academy occupies an elegant suite of rooms in the Masonic Temple. It has prepared many boys for college and business. A recent catalogue states:

"It is not the aim and ambition of the principal of Rugby to have the largest school in Wilmington, but rather to be able to offer for the consideration of the community the best school."

THE MISSES HEBB'S SCHOOL.

In 1874, a class was formed by Mrs. John K. Kane for the education of her own and her friends' children and placed in charge of Miss Hebb. Out of this class grew the Misses Hebb's school, which was established in 1881, at the corner of Ninth and West streets, as a boarding and day school for young ladies and children. Forty pupils were enrolled the first year, and these had so increased by the third year that the school had to be removed to a larger building on Market street.

In 1886 a building especially adapted to the wants of the school was erected at the corner of Franklin street and Pennsylvania avenue—an attractive situation.

The chief aim of the school is to furnish a broad education and liberal culture. Pupils are fitted for the best colleges. Opportunity is offered for a thorough English education and for the study of German. The departments in music and art are under the direction of competent instructors. Special attention is given to the French language and literature.

The school is in a flourishing condition, and the need of more ample quarters has already appeared.[1]

NEW CASTLE.

Two hundred and fifty years ago New Castle was a "goodly town of about one hundred houses," with almost as many inhabitants as it now has. Hereabouts is the old battle ground of Dutchman, Swede, and Englishman, whereof Diedrich Knickerbocker so veraciously gossips. Here, in 1672, George Fox held the first Quaker meeting in Delaware.

[1] The writer is indebted for the above facts to the principal of the school, Miss E. R. Hebb.

Hither the city of Amsterdam, as early as 1656, agreed to send a schoolmaster and to erect here a schoolhouse. On this spot, in 1657, landed Evert Pietersen, the first Dutch schoolmaster of Delaware; opened a school with twenty-five pupils; comforted the sick, "read God's word, and led in singing;" and for his services received more than 1,000 florins. Then came Arent Eversen Molenaer, who was paid about 150 florins in 1660 for similar services. Next, and last of the Dutch schoolmasters of whom we have record, came Abelius Zetscoven. He acquired such a good reputation in 1663 that the Tinnekonk people sought to engage him to teach their young, but New Amstel (New Castle) would not give him up.

New Castle next emerges into view in 1708, when Oldmixon tells us: "Here is a Court-House, and 2,500 Souls are computed to inhabit here." Three years later John French and Samuel Lowman, of the vestry of the New Castle church, petitioned the Society for the Propagation of the Gospel for a schoolmaster. In 1729, George Ross, pastor of the New Castle church, petitioned the same Society for a "small salary of six pounds per annum" for a catechist or schoolmaster. He had written two years before that the "office & character of such a person is generally very mean & contemptible here."[1]

The State, on June 13, 1772, granted a lot of land in the northwest corner of the graveyard of Emanuel Church for the support of a school. The land was vested in David Finney, John Thompson, George Read, Thomas McKean, and George Monro as trustees, "for the erecting a schoolhouse or schoolhouses thereon and to be for that use forever.[2] An academy built on this lot in 1800 was incorporated January 30, 1801. The following quotation is from the act of incorporation:

> Whereas inhabitants of New Castle and vicinity have by voluntary contribution erected an academy in the town upon a lot of ground in the public square, which lot was vested in trustees for school purposes, etc.

The trustees usually gave the whole responsibility of the school to the principal, so that, while in theory it was public, in practice it soon became private.

Under the principalship of A. B. Wiggins, many years later, the school was known as the New Castle Institute, having lost many of the characteristics of a public school. When the free-school system was established in Delaware William F. Lane, who was then principal of the Institute, became the head of the public schools as well. At length the academy lost its individuality and was absorbed by the public schools of the town.

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[1] Broadhead, I, 651; II, 191. Oldmixon, 178. Blackmar, 162. Laws of Delaware, III, 200–205, V, 206; Perry, V, 30, 47, 55. Laws of New Castle, Kent, and Sussex, II, 268; III, 200–205; see also chapter on education among the Dutch in this monograph, p. 22, and Scharf on New Castle.

[2] Laws of Delaware, I, 516. George Read and Thomas McKean signed the Declaration of Independence.

New Castle Charity School.—An act was passed by the general assembly, January 28, 1817, to incorporate the New Castle Benevolent Society for the purpose of establishing a charity school. The first members of the society were Ann Johns, Anna M'Callmont, Sally M'Callmont, and Mary Riddle. Only Christian women were allowed to become members or teachers, and only destitute orphans and white children, deemed proper objects of charity, were admitted into the school.

FAULKLAND AND CLAYMONT.

Rev. Frederick Thompson, M. A., opened St. John's School at Brandywine Springs in 1880. It was under the religious influence of the Protestant Episcopal Church, and during its short life enrolled but few students. Rev. John B. Clemson, D. D., had for a time a select family school at Claymont.

GLASGOW, TRAP, AND OTHER SCHOOLS.

Glasgow Grammar School was incorporated January 27, 1803. Trap School, in New Castle County, was incorporated January 18, 1821, and the trustees were authorized to raise by a lottery $600. Union School House Academy, in the same county, was incorporated, February 5, 1821. On January 23, of the next year Franklin School, in New Castle County, was incorporated.[1]

DELAWARE CITY.

The Delaware City Academy was chartered February 16, 1859.[2] It was opened in October, 1858, with J. W. Macbeth as principal, and flourished for many years, numbering during one term 80 pupils. In 1876 the school was closed, and of late years a private school has been conducted in the building by Miss Harlow.

MIDDLETOWN.

Middletown Academy was erected from the proceeds of a lottery, authorized by an act of the general assembly of January 3, 1824. The act named the managers and empowered them to "institute, carry on, and draw a lottery, in one or more classes, for raising a sum of money not exceeding $6,000 clear of all expenses;" and to apply this sum to "the erection of a building sufficiently large to contain rooms for an academy and elementary school, and also a room for public worship, to be free for all denominations of churches."[3]

February 9, 1825, a supplementary act was passed for raising $4,000 to be invested as an endowment fund. May 10, 1825, the lottery scheme was sold to John B. Yeates, of New York, Archibald McIntire,

[1] Laws of Delaware, VI, 34, 119; IV, 409.
[2] *Ibid.*, XI, 444.
[3] *Ibid.*, VI, 372.

of Philadelphia, and Thomas and James Skeldig, of New York, for $10,000. The first trustees were Richard Mansfield, Dr. Arnold Naudain, John Eddowes, William Crawford, and John Ginn.

In 1826–'27 the new building was constructed and Rev. Joseph Wilson elected principal, at an annual salary of $400. The school was opened October 15, 1827. Miss Isabella Anderson took charge of the female students. In 1830 Samuel G. Appleton succeeded to the principalship, but resigned in December. From that date it was closed until Dr. Henry L. Davis took charge in 1832. In 1838 Mr. Harris was principal; then Joseph A. White. In 1840, 33 pupils were in attendance. In 1842 William Harris was principal. Rev. J. H. Tyng succeeded him. Mr. Payson Williams opened a female boarding school in the building in 1844. The following were subsequent principals: 1846, Thomas Madden, Rev. Henry Fries; 1855, James McDowell; 1865, Rev. Charles H. Halloway; 1867, J. E. Newman. In 1868 H. A. Woods and W. J. Hicks were joint principals, and in 1871 H. A. Woods became sole principal. Then there were 104 students in attendance. In 1878 the building was leased to the board of public education and the academy was abandoned. Now Mr. W. B. Tharp, principal of public schools, conducts in the building a boarding as well as a day school.

SMYRNA.

Probably the earliest school in Smyrna was the Southern Boarding School, established and controlled by the Friends. It was closed before 1825.

January 29, 1817, The Mechanics' Academy of Smyrna was incorporated, and remained in operation for a few years.[1]

The Smyrna Union School was incorporated February 20, 1852, with a capital stock of $15,000.[2]

Rev. F. M. Chatham, in 1866, was principal of the Smyrna English Classical Academy, which occupied The Friends' Meeting-House. The building was destroyed by fire in 1874 and the school was closed.

It is noteworthy that a free school was opened in Smyrna as early as 1818 by the young ladies of the town, incorporated as the Female Union Society. Its object was the education of those too poor to pay tuition at the private schools. The school continued in operation until the adoption of the public school system in 1829. Smyrna Seminary was under the principalship of Tarleton H. Bean, B. E., in 1870–'71. During that year 125 pupils were enrolled.

DOVER.

Dover[3] has long enjoyed a reputation for excellent schools. The town was probably founded before 1708, for in that year Oldmixon wrote:

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[1] Laws of Delaware, v, 228. [2] *Ibid.*, xi, 137.

[3] Oldmixon, 155. Humphrey's Hist. Acct. of the Society for the Propagation of the Gospel, 166–169. Luff's Biography, quoted by Scharf. Laws of Delaware, iv, 304–308. Lednum's Rise of Methodism, quoted by Scharf. Letters from Prominent Citizens.

"At Dover is a Church of England congregation." Moreover, four years before, Rev. Thomas Crawford was appointed missionary to Dover Hundred, at a salary of £50, by the Society for the Propagation of the Gospel, and preached regularly at Dover Church. He seems, also, to have been the first schoolmaster in the region, for he informs us that at his coming "not one man in the county understood how the common Prayer Book was to be read, and he was forced to instruct them privately at home in the method of reading the Liturgy." His duties embraced also the catechizing of the children and the religious instruction of the negroes, whom he found dull. Humphrey, writing in 1730, describes Dover as "very thin of Houses, containing not above 40 Families." The first sketch of schools is given by Dr. Nathaniel Luff, who attended them in 1767–1768. He writes:

> Here I was no sooner set on my feet and introduced to my associates than I was led out to battle; as children fight cocks so did these corrupt youths of Dover entrap the innocent and unguarded into a maze of error and dissipation, proportioned to each one's age and circumstances.
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> A few men anxious for the promotion of their children were excessively gulled by tutors; themselves, unacquainted with the learned languages and sciences, prompted by ambition and secured by wealth, they were willing to go great lengths but for want of proper knowledge they expended their money to little purpose, and established habits that were unsubstantial and hard to eradicate. Thus it was that after being two years at school to acquire a knowledge of the Latin language, I was so improperly taught that on my going to Philadelphia I had to begin again, and I found the mode of tuition so diverse that it would have been for my benefit had it been my first essay, and the school tuition was more than two prices in Dover to what it was in Philadelphia, so that I had to pay double prices for erroneous principles.

It appears from the words of this writer that the people of Dover, in the middle of the eighteenth century, made liberal expenditures for education, but through the incompetency of teachers did not receive satisfactory returns. This, however, was by no means the case in the early part of the present century when the academy at Dover furnished educational advantages barely surpassed by the colleges of the times—according to the opinion of students still alive.

There was originally on High street (now a part of Governor's avenue) a small brick house in which was kept a school known as the Dover Academy. In it the great Methodist leader George Whitefield is said to have preached once, with such fervor that he was heard distinctly in the court-house, about 300 yards distant, court being then in session.

"In 1778 the Rev. Freeborn Garretson preached the first Methodist sermon in Dover from a platform in front of the academy. * * * In 1780 a plan had been made between Dr. Stephen Megaw, rector of Christ's Church, Dover, and the Rev. Francis Asbury, then working in harmony with the Episcopalians, to educate the youth in this vicinity. Mr. Asbury induced James Coleman to come from Virginia to Dover,

where for a time he was engaged in teaching a school for boys."[1] Many years afterwards the old building was abandoned and fell into decay.

In 1785 an effort was made to abolish this spasmodic system of private school by introducing into the general assembly a bill whose object was to place the academy property under the control of a board of trustees. It failed to pass, however.

"There was no schoolhouse in Dover" in 1803, says Willard Hall, but there was a teacher, a "foreigner who hired a room and admitted scholars at prices."[2]

January 10, 1810, a petition was presented to the general assembly in which it was stated "that the establishing of an academy at Dover would be of great public utility, that there being no seminary of this kind in Kent County must be a subject of regret * * * that an academy might be established at this place, and that such means might be obtained by a lottery authorized for the purpose, etc."

January 23, 1810, the general assembly passed an act to incorporate Dover Academy with the following trustees: Thomas Clayton, Andrew Naudain, Cornelius P. Comegys, Richard Cooper, James Harper, John Fisher, Peter Caverly, Willard Hall, James Sykes, William McClyment, Nathaniel Smithers, and Henry M. Ridgely. They were authorized to raise the sum of $10,000 by lottery to assist in the purchase of a lot and to erect a suitable building for school purposes.[3] The trustees purchased a large brick building at the south end of King (now State) street, which in Revolutionary days was the residence and place of business of John Banning. Here the old academy was maintained until ten or twelve years after the passage of the free school law of 1829. After 1832 a public school was conducted for several years in the lower story, while the upper rooms were used by the academy.

No records of the academy are extant, but the recollections of early pupils furnish the following list of teachers after 1818: Obadiah Foote, Thomas Mann, Ezra Scovill, Mr. Meeker, Ezra Boswell, Edward Higbee, Theodore Gallaudet, Aaron Williams, Rev. Ashbel Strong, Charles G. Ridgely. Nearly all of these were New Englanders and graduates of the best colleges. It is doubtful if there has ever been an academy in Delaware where a more comprehensive education could be secured than at Dover Academy during the period 1827–1832. Special opportunities were extended to students who could not go to college to cover the college course at home. An advanced course in Greek, Latin, and mathematics was followed by many of the students with great success. Hon. J. P. Comegys, the lamented chief justice of Delaware, stated to the writer that one of the best scholars he had ever known was educated

[1] Lednum's Rise of Methodism, quoted by Scharf.

[2] Barnard's Journal of Education, XVI, 129.

[3] Another act of incorporation is dated January 29, 1818. See Laws of Delaware, V, 301, 302.

entirely at the academy. Probably the most successful of the principals was the Rev. Ashbel Strong, who conducted the school about 1827. "Mr. Strong was certainly an ideal teacher in his day. Among other things, he introduced theatrical performances in which the older students and young professional men participated; and the plays were said to be very creditably acted. Of course I was then too young for criticism, but I remember they were quite as much applauded as the performances of the strolling players who occasionally visited the capital."[1] Great attention was paid to elocution by the Rev. Ashbel Strong, who was as fine a reader and elocutionist as the State knew. "His pronunciation, accent, emphasis, and gesticulation were perfect. All of his boys who went to the bar were superior speakers there and on the political rostrum."[2] The school, during his principalship, numbered 105 pupils, of whom about 40 were alive five years ago.

Many of the teachers were firm adherents to the principle of corporal punishment, and their jurisdiction over pupils was enforced even at church and places of amusement.

Shortly before the inauguration of the free school system of 1829 a select, classical, mathematical, and English school was kept in the old Episcopal church and later in one of the rooms of the old academy. It was at first taught by Rev. Henry Cruse, with his brother-in-law, Theodore Gallaudet, as usher, and afterwards by the latter alone. The number of scholars was limited to fifteen.

Theodore Gallaudet, who still survives, is the brother of Thomas H. Gallaudet, the celebrated teacher of the deaf and dumb. During his time there was a school for girls in the lower part of the academy conducted by Miss Elizabeth Thomas. The following were numbered among the pupils of Gallaudet in 1825: Joseph P. Comegys, late chief justice of Delaware; George Comegys; George P. Fisher, ex-First Auditor of the United States Treasury; William R. Morris; Andrew Smithers; Theodore Smithers; Nathaniel B. Smithers, ex-Member of Congress; Henry Ridgely; James L. Heverin.

For fifty years the public schools of the town were, at intervals, conducted in the Academy, but in 1882 it was converted into a carriage factory.

During the early part of the present century another school for the study of the classics and English was kept in Dover on King street by Stephen Sykes, a bachelor church parson. Stephen Sykes was a member of the prominent family of that name and the brother of the grandfather of Gen. George Sykes, late of the United States Army. He enjoyed the reputation of a learned man.

Mrs. Mary N. Cowgill conducted a seminary in the Hillyard house on King street from 1846 to 1849. She was succeeded by Dr. Edward

[1] Quoted from letter of Hon. George P. Fisher, ex-First Auditor of the Treasury at Washington, to the writer.

[2] Quoted from a letter from Hon. Joseph P. Comegys.

Worrell, who continued the school at irregular intervals until his death in 1865. The school was conducted by his widow from 1865 to 1872, when it was abandoned.

The last of the old select schools to furnish a liberal education was opened in 1852 by Rev. Thomas G. Murphy, pastor of the Presbyterian Church. English, Latin, French, music, and drawing were taught. He erected a building about 1 mile out of town, in which he continued the school for six or seven years with an average attendance of 18 or 20 pupils.[1]

The establishment of the Wilmington Conference Academy in 1873 met the wants of the town so completely that there have been none but primary private schools since that time.

WYOMING.

Wyoming Institute of Delaware was founded about 1866. It was most successful under the principalship of Rev. M. Heath, A. M., who enrolled 101 pupils in 1879. J. E. Perry was principal in 1880, and soon afterwards the school was abandoned.

CAMDEN.

The Union Academy of Camden was organized in 1815 and incorporated by act of the general assembly on January 13, 1816.[2] For many years this was one of the most thorough and successful educational institutions in the State. An excellent classical and academic education could be secured there at the hands of some of the most skillful instructors in the land. In 1857 the district schoolhouse was burned and the old academy building was rented by the public school commissioners. March 7, 1885, the trustees of the Camden Union Academy conveyed their right and title in the academy to United School Districts Nos. 22 and 99, and it is now the property of the State for the use of the public schools of Camden.

FELTON.

Felton Seminary was founded in 1868 by a stock company, acting under a charter granted by the legislature in 1867. Robert H. Skinner was the organizer and first principal of the school. In 1870–71 there were 107 pupils enrolled and 110 in 1873–74. The school was closed in 1885 and the building converted into a sanitarium.[3]

The following is a complete list of the principals:

Robert H. Skinner, 1868–1872; W. E. Knox, 1873–74; Robert H. Skinner, 1875; Collins and Craig, 1876–77; W. G. Lewis and Son, 1878–79; L. A. T. Iobe, 1880–81; H. W. Hunt, 1882–83; M. H. Bowman, 1884–85.

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[1] An act was passed March 22, 1867, to incorporate Dover Academy, but we have no record of its establishment. *See* Laws of Delaware, XII, 184.

[2] Laws of Delaware, V, 113.

[3] Miss Lucretia M. Stevenson, of Felton, has kindly collected these facts. *See also* Laws of Delaware, XII, 319.

FARMINGTON.

By request of the villagers James M. Williams opened a select school at Farmington in 1868. He was succeeded by the following principals: S. G. Boardman, William R. Lord, John P. Gordy, Wilbur F. Gordy, John E. Mowbray, A. C. Heath, William B. Tharp, and W. S. Robinson. James M. Williams afterwards became principal of the Wilmington Conference Academy. John P. Gordy won the degree of doctor of philosophy from a German university and is now professor of pedagogics in Ohio University, and University Extension lecturer on American history for the University of Chicago. He has translated into English Kuno Fischer's History of Modern Philosophy, Descartes and His School, and has written a monograph on the Growth of the Normal School Idea, published by the U. S. Bureau of Education. Wilbur F. Gordy has achieved a reputation in the North as a schoolmaster and compiler of text-books. His "Pathfinder in American History" was greeted with more cordiality than critics are wont to bestow. He is now engaged in educational work at Hartford, Conn. Under the management of John P. Gordy and Wilbur F. Gordy, both of whom were enthusiastic and talented men, the school was known far and wide on the peninsula. At one time more than one hundred pupils were enrolled, many of whom came from remote parts of the State. During its brief career of ten years it prepared many boys for college and aroused southern Delaware to a keener interest in education.

MILFORD.

The first schoolmaster of whom we have any record in the town of Milford was William Johnson, who kept a private school in the latter part of the last century. In his note-book appear the following notices: Thursday, March 25, 1788: "Notice is taken that James Train called William Russell a liar. Witness, William Pope." "Notice is taken that Peter Robinson was absent from the school till the evening." "Notice is taken that James Train came to an engagement in school this evening." A system of private schools has been continued until the present with varying success. An academy was kept in the Masons' building for many years.

The Milford High School was under the principalship of J. Leighton McKim from 1863 to 1873. In 1869–70, 70 pupils were enrolled.

The Milford Academic and Collegiate Institute enrolled 78 pupils in 1872 under the principalship of William Lord. Mr. Lumb and Rev. L. H. Parsons were subsequent principals. Milford Seminary was in charge of R. E. Maranville, A. M., in 1879–80.

The Milford Female Institute was conducted by Rev. Mr. Kennedy, pastor of the Presbyterian church of Milford, for six or seven years.

The Milford Classical Academy was incorporated in 1885. The capital stock was not to exceed $20,000.[1] George Rugg was principal for

[1] Laws of Delaware, XVII, 930–932.

a time. He was succeeded by W. J. Lloyd, who had charge of the academy for two years. In 1887 the present principal, A. C. Arnold, took charge of the school, which is now in an excellent condition. Messrs. Rugg and Arnold are graduates of Harvard and Mr. Lloyd a graduate of Amherst.

SEAFORD.

The Seaford Academy was incorporated January 29, 1819. In unison with the Free Masons of the town the trustees erected a school building and hall, where an academy was maintained for many years. The teachers were men of ability and considerable experience and attracted students from distant States. Rev. Leonidas Polk, bishop of the Episcopal Church and major-general in the Confederate States army, was once a student at this school. The academy was closed before the Civil War, but good select schools were at once established in the town. In 1865 an unsuccessful attempt was made to place one of them, the Seaford Academy, upon an enduring basis. In 1885 Thomas H. Breerwood established a private school, in which persons preparing for public-school teaching received instruction. The principal was called a few months later to take charge of the public schools of the town and the private school was abandoned.

GEORGETOWN.

Schools have been maintained at Georgetown since the establishment of the town in 1791.

In February, 1812, the school was incorporated and conducted as a private enterprise.[1] In 1836 a new school building, known later as the "old academy," to distinguish it from the new one erected in 1843, was constructed by means of the accrued income of the school fund and voluntary contributions. Public schools were conducted in it until the erection of the present public-school building in 1885.

The first academy at Georgetown was opened by Dr. Davis, who in the winter of 1825 announced that, "by Divine permission," he would open an academy January 1, 1826. Ten years later the Rev. Mr. Kingsbury conducted the school. The Free Masons and the citizens of the town, acting together through a board of trustees, erected the present academy building between 1841 and 1843. The lower story was completed for school purposes in 1843 by the aid of a fund secured through a lottery.[2]

The following is a list of principals: Loring Johnson, 1840–43; John L. McKim (a graduate of Dickinson College), 1844–45; James R. Finch (Dickinson), 1845–46; Oliver W. Davis, 1847–48; Edgar Chronkite

[1] Laws of Delaware, IV, 495.

[2] The writer gratefully acknowledges his indebtedness to Rev. J. Leighton McKim, principal, 1855–56, for the list of principals and the following facts.

(Williams), 1848–49; John L. McKim and Rufus Waples, 1849–50; Samuel J. Witherbee (Bowdoin), 1851–53; Miers C. Cornwell (Yale), 1853–55; J. Leighton McKim, 1855–56; James M. Rench (Delaware College), 1855–60.

Georgetown Academy was for many years a prosperous and useful institution, and, *par excellence*, the high school of the county. It was well patronized until the outbreak of the Civil War. About the same time the Junction and Breakwater Railroad came to town, and was allowed to run its track directly through the little campus, less than 40 feet from the school building and between it and the village. If anything more was required to terminate the existence of the school it was readily furnished, whenever opportunity offered, by the indifference of the trustees.

Among the good teachers who have conducted the academy since 1860 should be mentioned George F. Plummer (a graduate of Racine College), J. Hepburn Hargis (Dickinson), Mr. Peabody (Amherst), and McKendree Downham, who was in charge from 1881 to 1885, when the school was abandoned.

MILTON.

Milton Academy was incorporated April 7, 1869.[1] Good private schools were maintained at Milton for many years. St. John's Baptist School, one of the latest, was managed by Frederick Thompson, M. A.[2]

LAUREL.

Laurel was noted far and wide in ante-bellum days for its good schools. The Classical and Commercial Academy was incorporated in 1867, and the catalogue of 1876–77 shows R. W. Breerwood to have been principal then.[2]

LEWES.

The origin of this ancient town is all but lost in the mists of tradition.[3] Certain it is that more than 30 Dutchmen settled hereabouts in 1631, and fell a prey to Indian vengeance a few months later. A family tradition, so unique as to be noteworthy if not entirely credible, has it that a Dutchman named Wiltbank in 1650 settled at Lewes, then an Indian village, and donated a lot for a schoolhouse.

Another tradition, which the Lewes people would about as readily give up as their lives, is that the first school for girls in America was established here. No original records have been found either to prove

[1] Laws of Delaware, XII, 525.

[2] The efforts of the writer to secure further information concerning the private schools of Milton and Laurel have been fruitless.

[3] Bancroft, I, 499, 500. Letters from Dr. David L. Mustard and Miss Mary T. Hall. Watson's Annals of Philadelphia, I, 287. Oldmixon, 179. Scharf, II, 1230. Laws of Delaware, V, 316. Chapter on Newark Academy, p. 71.

or disprove it. But the following testimony indicates that Lewes had a reputation for preëminence in female education two hundred years ago. Further than this we dare not go. Watson, referring to the latter part of the seventeenth century, remarks: "At this early period of time so much had the little Lewistown at our southern cape the preeminence in female tuition, that Thomas Lloyd, the deputy governor, preferred to send his younger daughters from Philadelphia to that place to finish their education." Lewes was at this time, says Oldmixon, "a handsome large Town, standing on the lovely bank of a River, between the Town and the Sea, which makes the Harbour."

It must not be forgotten that the Lewes Presbytery in 1738 set in motion the current of higher education in Delaware by petitioning the Philadelphia Synod to subject candidates for the ministry to a searching examination in the "several branches of philosophy and divinity, and the languages;" and that this petition led to the founding of the New London Academy in Pennsylvania, the germ from which Newark Academy and Delaware College developed.

Female teachers were employed at a very early date in Lewes. The first "schoolmarm" was the widow of Wrexham Lewis; the second, also a widow, was Mrs. Thompson.[1]

The first schoolmaster named in the records of Lewes is John Russell, who joined the functions of an educator to those of a deputy recorder in 1734. Two years later Thomas Penn ordered that the income from the Great Marsh[2] be devoted to the support of education in Lewes.

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[1] Mrs. Margaret Coleman, one of the oldest residents, is the source of this information.

[2] Scharf, II, 1230. The history of the Great Marsh furnishes us another survival of Germanic customs till our own day that deserves a place, because of its age, by the side of the Boston Common, which dates from 1634. The marsh is northwest of the town, and is bounded on the northeast by Lewes Creek, and by Broadkiln Creek on the northwest. One of the first references to it in the records is found in a suit at court, September, 1687, in which "Jonathan Bailey was summoned to appear before the grand jury, for about since the beginning of the year 1686 contemning and despising the neighbors, not only the King's Highway to the own use which said highway hath been Made, Worne, and accustomed for many years, neither had the neighbors any other roads or highway to ye commons, commonly called Marshes, either to fetch hay, look after their cattle or other orations, but alsoe to the only known Ancient place of a A burying ground for the town of Lewis, &c." "He also had placed the frame of a windmill thereon and alsoe hath not only confidently and impudently denyed and Refused thy neighbors the use of ye said ground to bury their dead, forbiding them or any of them to come upon the said ground." The grand jury found a true bill against Bailey, and he was convicted of an infringement upon the rights of the public. Forty years later Thomas Penn confirmed the people of Lewes in the right to the use of the commons, and it has retained its public character to this day. Dr. D. L. Mustard writes the author that the "great marsh is still used for grazing." Annually the grass-bearing sections are divided into lots and the grass is sold at public auction, the proceeds going into the town treasury. It has been many years since the funds accruing from this source were appropriated to schools.

In 1761 a schoolhouse was erected on Second street, near Ship Carpenter street, in which school was kept for more than one hundred years. A deed was executed May 4, 1762, for the lot on which it stood by John Wiltbank to David Hall, Matthew Wilson, and other citizens for a consideration of 10 shillings, "as well as for the promotion and encouragement of the youth of the county, being taught and educated in the principles of religion and virtue, useful knowledge, and learning." One of the best of the schoolmasters who occupied the building was William Harris, who lived at the beginning of this century. The school was incorporated in 1818 and a board of trustees appointed.

Rev. Francis Hindman, afterwards principal of Newark Academy, kept one of the first classical schools in Lewes in 1795. Its success led to the establishment of Lewes Academy, for which a building was erected. Peter McLaughlin was appointed principal of the new academy in 1803, and was succeeded two years later by Rev. James Wiltbank, a graduate of Princeton. The latter afterwards achieved a reputation as provost of the University of Pennsylvania. The school was incorporated February 2, 1818. A school for young ladies was organized about that time in connection with the academy, and R. S. Clarke was chosen to conduct it. He modestly assured his patrons that he could "teach grammar grammatically, and would also use the globes." Rev. A. Strong taught in the academy for almost a score of years, and is still remembered by the old inhabitants. The institution in its best days had an excellent reputation and enrolled many students from remote quarters. Many years ago it was closed, and the building now serves as a private residence. The schools of Lewes and vicinity are now controlled by a "board of public education," created by an act of the general assembly passed March 9, 1885.

If the claim of Lewes to priority in female education has not been finally established, it has perhaps been strengthened. But that aside, Lewes enjoys a distinction that belongs to few towns in the land, viz, an educational history at least two centuries old.

WILMINGTON CONFERENCE ACADEMY, IN 1880.

CHAPTER VI.

WILMINGTON CONFERENCE ACADEMY.

EARLY HISTORY.

The Wilmington Conference Academy[1] is located at Dover, the capital of the State and one of the prettiest inland towns in the country. The political importance, the social status, and the green old age of the town lend it an air peculiarly wholesome for students.

The Wilmington conference of the Methodist Episcopal Church was set off from the Philadelphia conference in 1868. At a convention held in Smyrna in November, 1870, to promote "denominational interest," a committee was appointed "to take into consideration the question of ways and means, and receive propositions for the location of a first-class academy for boys." A report was rendered in 1872, in which Dover was selected for the location of the academy and the provisions of the charter were outlined. Under these preliminary provisions ministerial trustees were immediately elected by the conference, and lay trustees by subscribers to the academy among the laymen. The trustees organized by electing ex-Governor Gove Saulsbury, president, Charles H. B. Day, esq., secretary, and John W. Cullen, treasurer. The conference appointed as agent Rev. John B. Quigg.

In February, 1873, a charter was obtained, containing the following provisions:

The control of the academy should vest in seventeen ministerial trustees elected by the conference, and seventeen lay trustees elected by the stockholders. The means for purchasing the ground and for erecting the building were to be raised by a joint stock subscription to consist of 20,000 shares at $5 each, making an aggregate capital of $100,000. The academy was taken out of the category of dividend-bearing enterprises by the provision that the "trustees shall have power to appropriate out of the surplus so much as may be required for repairs or improvements of the building and for renewing or adding to the furniture or apparatus." It was further provided that the work of building should not begin until $50,000 reliable subscriptions had been secured. The corporation was the trustees elected at Laurel in March, 1872, and their successors.[2]

[1] The facts for this sketch have been drawn chiefly from the catalogues and the memory of the present principal and the writer, who has been intimately acquainted with the institution during the greater part of its history.

[2] Quoted from catalogue of 1888-89.

The subscription being $15,000 less than the amount required by the charter to be raised before building, the conference, as a body, at the suggestion of Rev. John B. Quigg, subscribed to meet the deficiency. Two-thirds of this sum was made a permanent endowment fund, on which only the interest at 6 per cent was to be paid annually from the proceeds of the educational collection. The remaining $5,000 were to be paid in cash out of the "tract fund,"[1] conditioned on its return to the "tract fund" as soon as $5,000 above the $15,000 required should be subscribed.

The conditions of the charter having been complied with, immediate preparations were made to build. On April 8, 1873, the trustees purchased of J. Alexander Fulton, esq., for $5,500, the 6 acres of land which form the present site of the academy. The contract of building the academy for $45,000 was awarded, and Rev. James M. Williams elected principal, he having offered to assume the financial responsibility for the year intervening before the completion of the structure.

THE FIRST PRINCIPAL, JAMES MERRILL WILLIAMS, A. M., 1873–78.

James Merrill Williams was born at Laurel, Del., on April 14, 1842. He was graduated from Dickinson College, and then studied in Europe. He had been principal of flourishing schools at Farmington and Milford, and when called to the academy he was filling a Methodist pulpit at Felton.

The school was opened in September, 1873, in an old building near the corner of Governor's avenue and Division street, and despite the meager accommodations 44 students, all male, were catalogued during the year, many of them being boarders.[2]

The building was opened to students September 7, 1874, with about 40 boarders and 35 day scholars, 10 of whom were young ladies, in attendance.

The faculty included the following instructors: Rev. James M. Williams, A. M., John P. Gordy, W. L. Gooding, A. B., Irvine M. Flinn, Bessie L. Houston, and Addie M. Houston.

The course of study was designed to prepare students either for college or business, and consisted of a preparatory department, in which the common school branches were taught, and an academic department, in which there were two groups of studies, each three years in length. The first of these, the English and scientific course, devoted especial attention to mathematics, natural science, and history, and required no languages, The second, the classical course, met the needs of those preparing for college.

In order that the curriculum might be as comprehensive as that of the

[1] The "tract fund" was the share of the Wilmington conference in the book and tract depository of the Philadelphia conference.

[2] *Scharf, II, 1067.*

best preparatory schools, another year was added in 1877. The wisdom of the change was shown by an immediate increase in the number of students from 44 to 95.

In 1875 the faculty was enlarged by the election of Robert H. Skinner to be vice-principal. The institution had barely been established when, at noon, on the 10th of March, 1876, the building accidentally caught fire and burned to the ground. Rooms were at once secured in the town and the school continued its operations, but the attendance fell to sixty-six in 1876–77. The building was restored for $20,000 by the original contractors. The cost was less than at first, for much of the brick work was uninjured by the fire and a fall in the price of building material had meanwhile taken place. By the fire the academy actually gained $8,500, for the insurance on the burned building was $30,000, while the loss upon furniture, furnaces, etc., was scarcely more than $1,500. The present value of the grounds and buildings, including the Ladies' Hall, erected in 1891, is estimated at $60,000.

The school was opened in the new building in September, 1878, under the principalship of Robert H. Skinner, who had been chosen to fill the vacancy caused by the resignation of Rev. James M. Williams.

THE SECOND PRINCIPAL, ROBERT H. SKINNER, A. M., 1878–84.

Robert H. Skinner was born October 23, 1837, in Queen Anne County, Md., and was educated at Fort Edward Collegiate Institute, in the State of New York. At the outbreak of the rebellion he entered Company D of the Seventy-seventh Regiment of New York Volunteers. He served with McClellan throughout the Peninsular campaign and took part in all the great battles before Richmond. At the battle of Antietam he received a severe gunshot wound which disabled him from service and is still the source of frequent suffering. When wounded, he was commanding Company H, having risen in nine months from the ranks to the position of second lieutenant. On returning to civil life he settled on a farm near Greensboro, Md. In 1868 he opened a school at Felton, and remained its principal until 1872. Three years later he again assumed control, but was immediately elected vice-principal of the Wilmington Conference Academy.

Mr. Skinner brought to the principalship, to which he was elected in 1878, a marked fitness for its duties. A clear head and an untiring industry, an appreciation of the needs of the case and the ability to satisfy those needs, enabled him speedily to place the institution upon a firm business basis. A good stock of information, a plentiful supply of common sense and tact, made him at once successful as instructor and disciplinarian. The happy faculty of reproving without stinging enabled him to minimize the breaches of discipline that were sometimes incident to coeducation.[1]

[1] The writer speaks *ex cathedra*, for he was many times justly reproved for offenses arising out of coeducation.

His administration was marked by a large increase in the average number of students. During his first year 113 students were enrolled, and during his last, 175. He greatly increased the number of female students, first, by renting a building for one year for their accommodation as boarders, and by building for them the next year a large house on Bradford street, adjoining the campus. He devoted annually a large part of the summer vacation to visiting the byways and hedges of the peninsula and enlisting as students farmers' sons and daughters. He increased the income of the academy between $700 and $1,000 a year, and made it pay a handsome rent during his entire incumbency.

In 1879 additional facilities were provided for instruction in drawing and painting, and in 1880 the course was enlarged by the substitution, in place of the "English and scientific course," of two courses, the "English scientific" and the "Latin scientific," each three years in length. In 1881 the "college preparatory course," embracing two years' work, was added to meet the wants of those who desired to make a speedy preparation for college.

In 1881 Dr. Gove Saulsbury, president of the board of trustees, died, and his brother, Eli Saulsbury, then United States Senator from Delaware, was elected to succeed him and retained the position until his death in 1893.

In 1883 the debt of the institution amounted to $20,500. About this time Charles M. Wharton, the devoted friend, trustee, and agent of the academy, died and bequeathed to it $2,000, on condition that the debt be reduced to $10,000 in two years. The necessary funds were speedily raised by friends.

In 1884 Mr. Skinner resigned the principalship, contrary to the wishes of the friends of the academy, and retired to his farm near Dover, where he still resides. He was succeeded by W. L. Gooding.

THE THIRD PRINCIPAL, WILLIAM LAMBERT GOODING, PH. D., 1884.

William Lambert Gooding was born December 22, 1851, at Galena, Md. He graduated from Dickinson College in 1874, and for two years taught natural science in the institution of which he is now principal. He then studied philosophy for one year at Harvard. He returned to the academy in 1877 as instructor of English, mental science, and literature. From 1878 to 1881 he studied in Germany, at Leipzig, Heidelberg, and Göttingen. At Heidelberg he attended the lectures of Roscher, who with Knies and Hildebrand, founded the Historical School of Political Economy, to which the "New School" in America is so closely related. He studied longest at Göttingen, under Lotze, the great psychologist, whom Wundt had hardly as yet overshadowed. He was prevented by a serious illness from applying to a German university for the degree of PH. D. He returned to America in 1881, and was appointed instructor in ethics at Wesleyan University. In 1882 he was made vice-principal of the academy and two years later, upon

the retirement of Mr. Skinner, was elected principal.[1] In 1887 Dickinson College conferred upon him the honorary degree of PH. D.

Dr. Gooding is a clear thinker, a dignified and impressive speaker. A purity of motive, a philosophic, impartial, exhaustive method, and an unerring balance give him a peculiar charm for thoughtful students. Many young thinkers could be named for whom Dr. Gooding has been—to paraphrase Emerson—the star to which they have hitched their wagons.

The departure from the sectarian custom of choosing schoolmasters from the pulpit and the selection for principal of a cultured, university-bred man have imparted to the academy an intellectual tone which has placed it among the leading Methodist schools and at the same time won for it the patronage of other denominations.

The selection of Dr. Gooding has been amply vindicated by his successful management of the institution. At the outset he appropriated the best in modern pedagogics, as the following sentence from the latest catalogue attests: "The privileges of the students are contingent upon the good conduct of the school."

Every boarding school is a microcosm of the political and economic history of society. The child in its development to adult life represents the evolution of a primitive savage into a civilized being. The student of social science need not travel to tropical Africa or the village communities of India to study the stages of social development, for he may find them in the nearest boarding school. Scarcely a school exists in which one may not find the various types of institutional government, from anarchy and patriarchal despotism to imperialism and democracy, and all the phases of judicature, from the savage ordeal to the Anglo-Saxon jury. The wise schoolmaster, recognizing this truth, strives to inspire his school to achieve the highest form of self-government. When students comprehend the self-evident truth that individual lawlessness in school, as in society at large, is bound to abridge the social rights and privileges, they become guardians of the public peace, and straightway the school assumes the complexion of a university, in which the faculty are neither despots nor police, but instructors. Ideal government is attained only by that school which attains ideal democracy.[2]

FACULTY, 1891.

W. L. Gooding, PH. D., principal, German and English; John R. Todd, A. M., B. D., Greek and history; C. W. M. Black, A. B., natural science and mathematics; Elmer R. Cross, A. B., Latin; Emma Rebecca Potter, B. P., French, drawing, painting; Jane Carlyle Wilson, A. B., instrumental music and harmony; Ellen Louise Bryan, B. M.,

[1] C. S. Conwell, A. M., acted with Dr. Gooding as joint principal from 1884 until 1888, when he was called to Delaware College.

[2] See "Rudimentary Society among Boys," by John Johnson, A. B., in Johns Hopkins University Studies in Historical and Political Science, second series, pp. 493-546 (particularly, p. 497), for a picture of student society, which will interest as well as instruct every schoolmaster. Also "The McDonogh Farm School," by Charles D. Lanier, in the *Review of Reviews* for May, 1892.

vocal music and assistant in instrumental music; Mrs. W. L. Gooding, preceptress.

COURSES OF STUDY.

The courses of study extend over a period of three years, to which there are introductory courses for young or deficient pupils, in which the elementary English branches are studied. The following is a synopsis:

JUNIOR CLASS.—*Scientific course.*—Algebra, rhetoric, arithmetic, botany, composition, physiology or bookkeeping, Latin or German, or French. *Classical course.*—Algebra, rhetoric, composition, Cæsar, Cicero, Latin composition, Greek grammar and reader.

MIDDLE CLASS.—*Scientific course.*—Geometry, natural philosophy, English history, English literature, political economy, Latin or German, or French. *Classical course.*—Geometry, English history, English literature, Virgil and Latin composition, Anabasis, Homer.

SENIOR CLASS.—*Scientific course.*—Logic or methods of teaching, surveying, general history, American literature, United States history (advanced course), commercial law, elocution, Greek and Roman history, chemistry or advanced algebra, Latin or German, or French. *Classical course.*—Livy, Horace, Homer, Thucydides, general history, United States history (advanced course), Greek and Roman history, German or French, Latin composition.

In addition there are exercises in declamation, composition, and elocution. Every student is required to pursue at least four studies simultaneously and is encouraged to add thereto as many as his time, talents, or inclination may justify. The advantage of this definite requirement is that students may finish the course at any season of the year. Diplomas, however, are given only in June.

The following excellent course of private reading is required of all students:

Preparatory classes.—Robinson Crusoe (De Foe), Arabian Nights, Young Folks' History of America (Butterworth), Wonder Stories (Hans Christian Andersen), Tales of Shakespeare (Lamb).

Junior class.—Benjamin Franklin (autobiography), Twice-Told Tales (Hawthorne), Miles Standish, Evangeline (Longfellow), Tale of Two Cities (Dickens), The Spy (Cooper).

Middle class.—Bracebridge Hall (Irving), David Copperfield (Dickens), Vicar of Wakefield (Goldsmith), Cotter's Saturday Night, Tam O'Shanter, etc. (Burns), Ivanhoe (Scott).

Senior class.—Julius Cæsar and As You Like It (Shakespeare), Marmion (Scott), Courtship of Miles Standish (Longfellow), Sir Roger de Coverley Papers (Spectator), Second Essay on the Earl of Chatham (Macaulay), First Bunker Hill Oration (Webster), Alhambra (Irving), Talisman (Scott), Scenes from Clerical Life (George Eliot), House of the Seven Gables (Hawthorne).

Dr. Gooding aims to make the academy a model secondary school and *to preserve it from* becoming a secondary college. Therefore, in 1884,

WILMINGTON CONFERENCE ACADEMY, IN 1892.

he abolished the collegiate feature of salutatory and valedictory at graduation and established instead the following plan: Members of the graduating class whose average during the course is above 95 are awarded first honors; those between 90 and 95, second honors, and those below 90 are graduated without honors. Two years later he abolished the unsatisfactory system of marking students on a scale from 1 to 100, and their work is now marked, according to its quality, "excellent," "good," "tolerable," and "unsatisfactory." The senior class is required during the last term to attend a final examination in grammar, geography, United States history, and arithmetic, and a failure to pass, subjects to a requisition which, until made up, debars graduation. The scientific apparatus, although not elaborate, suffices for simple experiments in elementary physics and chemistry. The class of 1884 presented to the academy the mineralogical cabinet of F. A. Williams, esq., of Denver, Colo., which enhances the interest in geological study. Only one attempt has been made in journalism. In the early history of the school The Wilmington Conference Academy Reporter was for a time published monthly, but soon died a natural death. The charge for tuition, board, room, fuel, light, laundry work, etc., is $200 per annum, but day students are charged a tuition fee of $45.

LITERARY SOCIETIES AND LIBRARIES.

In 1875 three literary societies were organized, the Scott, the Buoy, and the Viola. The first two admitted only males, the third, females. Three years later the Buoy and Viola were abandoned; but the Scott, which took its name from Levi Scott, bishop in the Methodist Episcopal Church, survives to this day. Both sexes are admitted, and for a time they held joint meetings every Saturday evening in Academy hall. About 1881 the Scott society was divided into two sections, one for males, meeting weekly in Academy hall, the other for females, meeting at the same time in the Ladies' Building. Joint public meetings are held monthly. The attendance of boarding students is required. Only students and ex-students are eligible to membership. Some of the leading lawyers and preachers of the peninsula received forensic training in this society.

The Scott society established a library for the use of its members in 1878. The libraries of the Browning and the Iris and Minerva Literary societies of the Wesleyan Female College of Wilmington were donated to the Scott library on the closure of that institution. The Scott library, which now consists of more than 1,600 carefully chosen volumes, is also the State repository of public documents and receives regularly the publications of the Government.

COEDUCATION.

The opponents of coeducation are confronted by the eternal problem of showing cause for the subversion of a natural order and the substitution of a monastic scheme, which modern thought is fast relegating to

its proper place, the age of ecclesiastical rule. Scarcely a man can be found to claim that the growth of the academy has been impeded by coeducation of the sexes. The adoption of the principle was followed by such an increase in the number of students that a building had to be secured for the accommodation of the girls. This building, which was rented annually from Robert H. Skinner, has of late years proved too small for its tenants, and since the first draft of this sketch was made a new structure has been erected directly south of the original building and connected with it on the first and second floors.[1] Here is an excellent home for young women seeking physical, mental, and social development.

Number of students in attendance each year, 1873–1892.

1873–'74	44	1878–'79	113	1883–'84	175	1888–'89	161
1874–'75	95	1879–'80	129	1884–'85	181	1889–'90	138
1875–'76	89	1880–'81	129	1885–'86	178	1890–'91	125
1876–'77	46	1881–'82	119	1886–'87	159	1891–'92	175
1877–'78	77	1882–'83	146	1887–'88	156		
Average yearly attendance						1873–'92	128+

It appears from the table that the progress of the academy has been uninterrupted. Beginning with an average yearly attendance of 70+ during the principalship of Rev. J. M. Williams, it increased during the administration of R. H. Skinner to 135+, and under Dr. W. L. Gooding to 172—. The institution has graduated to 1892, inclusive, 150 students; an average of more than 8 yearly.

CONCLUSION.

The history of an institution whose progress has been rapid and continuous has been narrated. The academy has never experienced a defeat and since the revocation of the charter of the Wesleyan Female College of Wilmington, has been the educational center of Peninsular Methodism. For the peninsula and the town of Dover, it has met a peculiar and long-felt want. The Wilmington Conference has contributed to its support, but has received in return fourfold in the better preparation which many preachers have received for their profession and the opportunities to educate their children at small cost. The small number of graduates, some of whom have distinguished themselves as scholars, lawyers, and journalists, as compared with the total number of students in attendance, is largely due to the high standard of scholarship. All temptations to assume the functions of a college have been resisted and the institution to-day offers to the public excellent academic advantages. It needs nothing but a liberal endowment from some wealthy and public-spirited man to attain the success to which its merits entitle it.

[1] The top floor is fitted up for a gymnasium, and physical culture is now a part of the curriculum.

NEWARK ACADEMY.

CHAPTER VII.

NEWARK ACADEMY.

ORIGIN: THE NEW LONDON ACADEMY.

Newark Academy, established at Newark, Del., in 1767, is one of the oldest secondary schools in the land. Its origin may be traced to the year 1738, when the Presbytery of Lewes sent a memorial to the Synod of Philadelphia, in which they used the following language:

That this part of the world, where God has ordered our lot, labours under a grievous disadvantage for want of the opportunities of universities and professors skilled in the several branches of useful learning, and that many students from Europe are especially cramped in prosecuting their studies, their parents removing to these colonies before they have an opportunity of attending the college, after having spent some years at the grammar school; and that many persons born in the country grow under the same pressure, whose circumstances are not able to support them to spend a course of years in the European or New England colleges, which discourages much and must be a detriment to our church; for we know that natural parts, however great and promising, for want of being well improved, must be marred of their usefulness, and can not be so extensively serviceable to the public, and that want of due pains and care paves the way for ignorance, and this for a formidable train of sad consequences. To prevent this evil it is humbly proposed as a remedy, that every student who has not studied with approbation, passing the usual courses in some of the New England or European colleges, approved by public authority, shall, before he be encouraged by any Presbytery for the sacred work of the ministry, apply himself to this Synod, and that they appoint a committee of their members yearly, whom they know to be well skilled in the several branches of philosophy, and divinity, and the languages, to examine such students in this place, and, finding them well accomplished in those several parts of learning, shall allow them a public testimony from the Synod, which, till better provision be made, will in some measure answer the design of taking a degree in the college.[1]

This petition was kindly received and the synod ordered "that there be two standing committees to act in the above affair for this year, one to the northward and the other to the southward of Philadelphia." Of the latter committee Francis Alison was a member. On the 5th of November, 1738, the synod approved the committee's recommendation for the erection of a school, and two members of the synod were requested

[1] Pennsylvania Magazine of History and Biography, vol. VIII, 45 *et seq.* Art. on Matthew Wilson. Records of Presbyterian Church in U. S., 139 *et seq.*

to go to Europe to solicit aid. The request not having been complied with, a committee was appointed five years later to solicit money by correspondence from the Church of Scotland. They, however, were more successful, for the mother church for twelve years contributed freely to the school.

The presbyteries of New Castle, Philadelphia, and Donegal, by private agreement, met at the Great Valley, November 16, 1743, to consider "the necessity of using speedy endeavors to educate youth for supplying our vacancies." They agreed to open a school, and the synod took charge of it the following spring. The plan was to give free instruction to all in the languages, philosophy, and divinity. The school was to be supported for a time by yearly congregational collections. Francis Alison was chosen master at a salary of £20 a year, and permitted to select his usher, who was to receive £15. Eleven ministers were appointed trustees to visit the school, to inspect the master's work, prescribe text-books, examine the scholars, disburse the funds, and have a general superintendence over the school. No presbytery was allowed to "improve" any scholar who did not produce a joint testimonial from the trustees and the synod's committee. The school was intended to be simply the forerunner of a college. In 1746 the synod applied to the trustees of Yale to receive their scholars at such stages as their efficiency warranted, and to admit them after one year's residence to a degree. Several ministers and gentlemen helped them to books to begin a library. A favorable response was received from Yale, but none of the pupils appear to have availed themselves of the privilege.[1]

The Presbyterian Church builded better than it knew when it established this school to prepare men for the pulpit; for it set in motion an educational current that gave Delaware a college.

FRANCIS ALISON AND HIS FAMOUS PUPILS.

Francis Alison (1705–1779) was a native of Ireland. He studied at the University of Glasgow and came to America as a probationer about 1734 or 1735. Samuel D. Dickinson, on Benjamin Franklin's recommendation, employed him to tutor his famous son.[2] In 1737 he was ordained pastor of the Presbyterian church at New London, Pa. In that place he opened a private school in 1743, which the Presbyterian

[1] Records of Presbyterian Church, 147, 169, 174, 185–192, 227. Webster's History of the Presbyterian Church in America, 256.

[2] John Dickinson (1732–1808), Alison's pupil, was the author of the resolutions of the Congress of 1765 remonstrating against the measures of Great Britain. He refused to sign the Declaration of Independence because he considered it untimely and unwise. His fame rests chiefly upon his share in making the Articles of Confederation and upon his authorship of the Farmers' Letters. He was successively president of Delaware and Pennsylvania (1781–85). He was influential in founding and liberally endowed Dickinson College. (Old South Leaflets, General Series, No. 2.)

Church took under its care the following year. Professor Hutcheson, of Glasgow, had proposed to Alison the establishment of a seminary; and in 1746 a correspondence was opened, of which we do not know the result. In 1748 the synod raised his salary to £40 and his assistant's to £20, intending to make up the sums by collections and by "sessing" each scholar 20 shillings, and to defray deficiencies out of the yearly interest of the fund. The synod, next year, declined to give him leave to remove to Philadelphia, and promised him £30, reserving the right to exempt as many scholars from tuition fees as they pleased, and giving him permission to charge the rest as he desired. But this was not satisfactory, and, in 1752, without consulting the synod, he removed to Philadelphia, as master of the grammar school. Three years later this school was erected into a college, which finally became the University of Pennsylvania, and Francis Alison was elected vice-provost and professor of moral philosophy. Nassau Hall conferred upon him, in 1756, the degree of A. M., and two years later he received D. D. from Glasgow. He was the first Presbyterian minister in America to receive D. D. from a foreign university.

Francis Alison opposed the "throwing off of the proprietary government" with such vigor that Richard Penn gave him as a reward the splendid tract of 1,000 acres at the confluence of the Bald Eagle with the West Branch of the Susquehanna. Although his family could ill afford it, he set free his slaves by will: "The good man followed the dictates of his conscience, leaving his widow to Providence." He died November 28, 1779.

President Stiles, of Yale, called him "the greatest classical scholar in America, especially in Greek," and "in ethics, history, and general reading a great literary character." Bishop White, one of his pupils, speaks of him as a man of "real and rational piety, with a proneness to anger, which was forgotten in his placableness and affability." Rev. Edward D. Neill remarks, in his brochure on Matthew Wilson: "As a Scotch-Irish Presbyterian, Alison was imbued with the idea that the school was as necessary to the church as the anvil to the blacksmith, and that Christianity must advance by employing keen-eyed science as her servant. He was among the first to agitate for a college in Pennsylvania and Delaware."[1]

Special interest attaches to Dr. Alison because the following famous men were once his pupils: Col. John Bayard, Delegate to Congress, 1785–87; Dr. John Cochrane, director-general of hospitals; Ebenezer Hazard, United States Postmaster-General, 1782–89; John Dickinson, a sketch of whom is given above; John Henry, United States Senator, 1789–97, governor of Maryland; James Latta, D. D., a noted Presbyterian clergyman; Col. Alexander Martin, a prominent participant in the battle of Germantown, governor of North Carolina, United States

[1] Nevin's Encyclopædia of the Presbyterian Church in United States, article on Alison. Webster, 256, 257, 440–443. Penna. Magazine of Hist., VIII, 45 et seq.

Senator, 1793–99; Dr. John Ewing, provost of the University of Pennsylvania; Thomas McKean, signer of the Declaration of Independence, president of Congress 1781, governor of Pennsylvania 1799–1808; Robert McPherson, who accompanied Gen. Forbes on the expedition to Duquesne, was a colonel of Pennsylvania troops in the war for independence, and was the grandfather of Edward McPherson, formerly Clerk of the United States House of Representatives; George Read, Delegate to Congress, signer of the Declaration of Independence, United States Senator from Delaware 1789–1793; Dr. Benjamin Rush, Delegate to Congress, signer of the Declaration of Independence, and eminent as a physician and philosopher; Jacob Rush, brother of Benjamin, president of the court of common pleas of Philadelphia County; James Smith, a signer of the Declaration of Independence; W. M. Tennent, an eminent Presbyterian clergyman; Charles Thomson, secretary of the Continental Congress and translator of the Septuagint; James Waddell, D. D., the blind preacher described by Wirt; Matthew Wilson, D. D., of Lewes.

It appears that Dr. Alison instructed no less than four governors, eight Congressmen, and four signers of the Declaration of Independence. Certainly few schoolmasters in the United States ever taught a larger number of pupils[1] who afterwards acquired such distinguished reputations.

THE REMOVAL TO NEWARK.

Dr. Alison was succeeded in 1752 by the Rev. Alexander McDowell, also a native of Ireland, whence he came with his parents to Virginia, and a bachelor, physician, and theologian. He was at this time pastor of Elk River and White Clay Creek churches, and for the sake of convenience removed the school first to Elkton, Md., and then to Newark, Del. The synod gave him £20 a year and an assistant. In 1754 he declined the whole burden, but continued, "from a sense of the public good," to teach logic, mathematics, and natural and moral philosophy. The encouragement formerly allowed him was extended to his assistant, Matthew Wilson.[2]

Newark is now a quiet and pretty town of 1,300 inhabitants, scattered along either side of the single street, so long that a Newark boy in a

[1] Penna. Mag. of Hist., Vol. VIII, 46, Art. on Matthew Wilson.

[2] Rev. Alexander McDowell died January 12, 1782. (Webster, 257, Penn. Mag. Hist., VIII, 42–55, Art. on Matthew Wilson.) Matthew Wilson, D. D., of Lewes, was a distinguished scholar, civilian, physician, educator, and divine during the Revolutionary period of our history. He was born in Pennsylvania in 1731, studied in Dr. Alison's school, and in 1755 was ordained a minister in the Presbyterian Church. In 1756, immediately after Braddock's defeat, he visited the frontier settlements near Winchester, Va. He was a frequent contributor to current literature, Bradford's Pennsylvania Journal, and the American Magazine. He was early such an earnest patriot that a son born on the 21st of February, 1769, just after the stamp-act discussion, was named James Patriot Wilson, the future father of a president of Delaware College. The University of Pennsylvania conferred upon Matthew Wilson the degree of D. D. in 1788. He died March 31, 1790.

school composition once remarked: "Newark has for the last fifty years been increasing at both ends, and, should this increase continue, owing to the rotundity of the earth the two ends will in the course of a few thousand years meet. Thus it will form a belt around the world, a town 25,000 miles in length, which, like a woman's tongue, will have no end."

The inhabitants proudly trace its settlement back more than two centuries to a village founded by English, Welsh, and Scotch emigrants, who gave to their new home a name suggestive of the old country. Newark, or New Ark, was doubtless named for the old town of which Walter Scott sings:

> Where New Ark's stately tower
> Looks out from Yarrow's birchen bower.

George II, at the request of James McMechan and other villagers, granted Newark, in 1758, a charter, preserved to this day and for the most part legible. In 1767, when Rev. Alexander McDowell removed his school hither, it was, according to a paper of that day, "a suitable and healthy village, not too rich or luxurious, where real learning might be obtained."[1]

NEWARK ACADEMY BEFORE THE REVOLUTION.

Thomas and Richard Penn granted the Academy a charter in 1769. Four years later Dr. John Ewing[2] and Dr. Hugh Williamson[3] were sent to England and Scotland to secure funds for the school. Dr. Ewing had frequent interviews with Lord North and Dr. Johnson. The latter affirmed that the Americans were as ignorant as they were

[1] Newark, Del., Past and Present.

[2] John Ewing (1732–1802) graduated at Princeton in 1754 and served as tutor there in 1756. He was licensed to preach by the presbytery of New Castle, and while employed in instructing the philosophical classes in the College of Philadelphia, during the absence of its provost, in 1759, he was called to the First Presbyterian Church of that city. In conjunction with his pastoral work, he held the office of provost of the University of Pennsylvania from 1779 till his death. The University of Edinburgh gave him the degree of D. D. in 1773. He was a thorough mathematician and scientist and assisted Rittenhouse in surveying the boundaries of several States. He was vice-president of the American Philosophical Society and made several contributions to its "Transactions." (Appleton's Cyclopædia of Am. Biog., Art. on Ewing.)

[3] Hugh Williamson (1735–1819), a native of Pennsylvania, was educated at the College of Philadelphia. He was intended for the clerical profession, but relinquished it, first for mathematics and then for medicine. He obtained his M. D. at Leyden and returned to Philadelphia to practice medicine. He was one of the committee appointed by the American Philosophical Society, in 1769, to observe the transit of Venus over the solar disk. He served in the Revolution as head of the medical staff from North Carolina and represented that State in Congress from 1782 to 1785, in 1787–'88, and from 1789 to 1793. In the convention which framed the Federal Constitution he led the opposition to the appointment of a Vice-President of the United States. "Such an officer as a Vice-President is not wanted," he said. Among his works are "The History of North Carolina" (1812) and "Observations on the Climate of America." (See Beeton's Dictionary of Universal Biography and Wheeler's Reminiscences of North Carolina, p. 122.)

rebellious and said: "You never read. You have no books there." "Pardon me," was the instant reply, "we have read the 'Rambler.'" Their mission was quite successful and they returned to America in 1775. By means of the money thus secured and through the generous assistance of the Penns and others a substantial building was erected and the basis of the present endowment was formed. The academy received the next year from Morgan Edwards a lot of land on Main street, adjoining the property of Thomas Read and containing 7 acres and 50 perches. This land was sold in 1777 for £259 10*s.* to Alexander McBeath.

THE REVOLUTIONARY AND POST-REVOLUTIONARY PERIOD.

The battle ground of the Revolution was transferred to the Brandywine[1] in 1777 and the school was abandoned. The building was then converted into a shoe factory for supplying the Continental army with shoes. Tradition says that at some period during the war shots were fired from the building at British troops and that the redcoats in revenge sent several cannon balls crashing through the house. The fact that the old Platt house, which stood near the academy until it was torn down a few years ago, bore marks of bullets probably made at this time, lends credibility to the tradition. Exactly how long the academy remained closed we have not discovered, but the popular impression that it was closed during the entire revolutionary period is certainly unfounded.[2]

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[1] G. D. Scull, of Oxford, England, gave to the Pennsylvania Magazine of History and Biography (Vol. v, pp. 412 *et seq.*) the diary of Capt. John Montresor, a chief of engineers in Howe's army and a participant in the campaign of the Brandywine, which he faithfully chronicled in his diary. It proves that the whole British army passed through Newark on the way to Chadd's Ford, where the battle was fought. The following extracts will prove interesting reading in this connection:

"September 6. * * * We learn that Gen. Sullivan, with 1,000 men, but no cannon were at Newark.

"September 8. The whole moved two days before daylight. A remarkable borealis. An amazing strong ground; marched this day about 12 miles to headquarters. A very strong country. But three or four shots fired during the march. A great deal of rebel cattle collected. At a quarter past nine three alarm guns were fired from the rebel camp, conjectured to be at Newport, one minute between each. * * * At a quarter past seven this morning marching through Newark; the weather was very cold indeed. Encamped this day at Niblas' house, which is from Aiken's tavern to Cooch's Mill round Iron Hill by way of Newark, and so into the road from Newport to Lancaster in the way to New Garden. Heard the rebel morning gun."

The father of Mr. John R. Hill was living at that time on a hill on the north side of White Clay Creek, and his recollection of the occasion as related by his son and narrated in "Newark, Past and Present" (22, 23), attests, the correctness of Capt. Montresor's diary. He relates that the British army began its march through Newark before daylight, and that there continued during the whole day an unbroken array of cavalry, infantry, artillery, baggage wagons, and ordnance wagons.

Tradition asserts that Gen. Washington passed a night at the old tavern called the Newark Hotel when reconnoitering in the neighborhood about the time that Howe landed at Elk River to march to Philadelphia.

[2] Newark, Del., Past and Present, 35. Records of Newark Academy.

The proceedings of the board of trustees, June 22, 1785, show that "an account was exhibited by Mr. John Bratton, who had been a teacher in the academy in 1776 and 1777," and that a balance of £29 11*s* 6*d*, due him for services rendered, was allowed upon the certification of Mr. Robert Davidson, rector of the institution during that period. Governor Thomas McKean, in a letter to Gen. Washington, dated Newark, Del., October 8, 1777, writes: "On my arrival I found that all the records and public papers of the county of New Castle, and every shilling of the public money, together with the fund belonging to the trustees of the Newark Academy, etc., had been captured at Wilmington." We may therefore conclude that the academy was open during the Revolution, with the exception of two or three years, probably 1777 to 1780, when it was used as a shoe manufactory.

October 16, 1783, the board passed the following resolution:

The trustees, taking into consideration the meritorious conduct of Mr. William Thompson, the present teacher of the scholars in their academy, in undertaking that employment for near three years past, under many discouragements, and the small compensation he has had for his services, have unanimously agreed to allow him the sum of £50 as a gratuity on that account, to be paid as soon as the same can be collected by the treasurer.

Unfortunately the minutes of the trustees during and previous to the Revolutionary War were lost, so that it was necessary to procure a new minutes book when the academy reopened in 1783. The following is the first entry made therein:[1]

WILMINGTON, *5 June, 1783.*

In consequence of previous notice the Trustees of the Academy of Newark met at this place:

Present: Rev. Dr. John Ewing, Rev. William McKennan, Rev. Thomas Read, Mr. John McKinley, General Sam'l Patterson, Mr. James Mease, Mr. John Thompson.

Absent: Rev. Mat. Wilson, Rev. Joseph Montgomery, Mr. Chas. Thompson, Hon. Thos. McKean, Hon John Evans.

* * * * * * *

Dr. Ewing laid before the board an account of the money belonging to the fund in his hands, which is as follows:

	£.	s.	d.
Continental Certificates, for $1,200, dated March 26, 1777	450	0	0
Continental Certificates for $2,000, dated 8th November, 1779, equal in specie	31	4	2
Continental Certificates for $3,500, of different dates, equal in specie to	36	10	1½
Dr. Rush's bond, £200 principal, about ten years interest, about	300	0	0
Dr. Warren's bond, £113 principal, with interest	200	0	0
Dr. Francis Alison's bond, £50 principal, with interest	80	0	0
Legacy from Samuel Scott's estate (supposed)	25	0	0
Legacy from James Gardner's estate (supposed)	100	0	0
Due in part of a house sold for £1,000 Continental money, September, 1779, equal to	52	0	0
	1,275	4	3½

[1] The minutes of the trustees from 1783 to 1889 were rendered accessible through the kindness of Mr. James Hossinger; and the above sketch is based upon the facts which they furnished.

Ordered, that the certificates be delivered to the treasurer, Gen. Patterson.

The business of the academy having been interrupted some years by the war, the trustees now resolve to carry it on as extensively as their circumstances will admit, and therefore, for the present, agree to employ in the capacity of their principal teacher, Mr. William Thompson, till the next meeting. His Excellency N. Van Dyke,[1] the Rev. Messrs. James Latta and John McCreary, the Hon. James Latimer, and Col. Richard Cantwell were unanimously elected trustees, and Gen. Patterson is requested to acquaint them with the same. * * * Dr. Ewing is appointed to have it published in the Pennsylvania newspapers that the Newark Academy is revived, and will be carried on as formerly.

Dr. Benjamin Rush[2] and others contributed freely and increased the endowment of the institution, as the minutes indicate.

October 6, 1785, the report of the treasurer showed the considerable balance of $6,700.40 in the treasury and some outstanding notes and bonds, despite the losses incurred during the war. Mr. William Thompson retained the principalship of the academy until 1794, when it passed into the hands of a Mr. Johnston, under whose direction it was far from prosperous. From 1796 to 1799 it was closed. The next principal, Rev. Francis Hindman, failed to revive the institution and was speedily removed. New life was aroused by the election to the principalship of Rev. Andrew K. Russell in 1811. To him belongs the credit of placing the academy upon a solid foundation, by improving the government, raising the grade of instruction, and increasing the number of its patrons. It was during his administration that the project for organizing a college first assumed definite shape.

THE UNION WITH DELAWARE COLLEGE.

In 1834 Newark Academy was merged into Newark College (Delaware College after 1843) and January 15, 1847, the trustees of the academy by a deed conveyed the buildings and grounds to the trustees of

[1] President of the Delaware State, under the constitution of September 20, 1776, from February 8, 1783, to October 27, 1786.

[2] Benjamin Rush (1745-1813) was a native of Pennsylvania. He was graduated from Princeton in 1760, and from the medical department of the University of Edinburgh in 1768. He returned to America the next year, and was elected professor of chemistry in the Philadelphia Medical College. He was elected to Congress in time to sign the Declaration of Independence. As surgeon-general, and later physician-general, he attended the wounded in the battles of 1777, and during the same time wrote four severe comments on the Articles of Confederation. He returned to his professorial chair in 1778, and held it for twenty-nine years. He was a founder of Dickinson College and the Philadelphia Dispensary, and was largely interested in the establishment of the college of physicians and public schools. He served in the State convention that ratified the Constitution in 1787, and the convention for forming a State constitution. He filled various chairs in the Philadelphia Medical College, and rendered excellent service during the yellow-fever epidemic of 1793. From 1799 till his death he was treasurer of the United States Mint. He was president of various educational and scientific societies, and gave a great impulse to medical study in this country. Yale gave him the degree of LL. D. in 1812. He wrote a number of medical and philosophical treatises and edited several medical works. (Appleton's Encyclopedia.)

llege. The principal of the academy was admitted to be a member college faculty, and until 1869 the histories of the two institutions nterwoven with each other.

THE STATUS IN 1843.

condition of Newark Academy in 1843 appears to have been as s:

e faculty included William S. Graham, A. M., principal and teacher guages; William W. Ferris, A. M., teacher of mathematics; L. W. ı, teacher of English and music; James S. Bell, M. D., teacher lern languages; William Silver, writing master.

re were 82 pupils enrolled in 1842–43. In 1841 a new building ected and in 1842 another, "giving"—I quote from the catalogue— ewark Academy facilities for private study and comfortable ac- odation of students fully equal to those afforded by many of our es." "The course of instruction includes the various branches of stantial education as well as the usual preparation for college." s stated that all the necessary expenses of the academical year, se not studying modern languages, did not exceed $130; to can- s for the ministry the limit of necessary expenses was $100. A ı fee of $20 per annum was required from those who boarded out academy.

re was at this time a school for girls, known as the Newark e Seminary, under the direction of Thomas D. Ball, A. M.

THE SEPARATION FROM DELAWARE COLLEGE.

May 4, 1869, the trustees of Delaware College deeded back to the es of Newark Academy the property conveyed to them in 1847, y virtue of the power conferred by an act[2] of the General Assem- assed at Dover, January 27, 1835, the only surviving trustees of l board, Willard Hall and William T. Read, in the same year d the following gentlemen trustees: John W. Evans, Rathmel n, James H. Ray, George G. Kerr, Walter E. Turner, William lds, Edward R. Wilson, David J. Murphy, George G. Evans, and es W. Blandy.

). Porter was elected principal of the institution and conducted several years with varying success, but with a fair number of nts during the most of the period.

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logue of 1843.

he provisions of this act the trustees were empowered to sell the building d and to turn the money derived therefrom over to the "Trustees of Newark ," provided that the principal and the property remained intact. The trus- re given the power to resume their functions and were required to reinstate demy whenever the trustees of the college ceased to maintain an academic nent in the college.

In 1873 Miss Hannah Chamberlain became principal and girls were admitted as pupils. She was an earnest and conscientious teacher.

The Rev. J. L. Polk succeeded Miss Chamberlain in 1877 and upon the conclusion of his term of office in 1885 placed the school into the hands of Albert N. Raub, PH. D.

THE PRINCIPALSHIP OF ALBERT N. RAUB.

Dr. Raub[1] brought to his new position not only a natural fitness for and sympathy with academic work, but also a ripe experience in the normal schools of Pennsylvania. He at once gave to it a normal-school trend by naming the institution the "Academy of Newark and Delaware Normal School" and providing courses for the especial benefit of those engaged or desiring to engage in public-school teaching in the State.

The following statement compiled from the catalogue of 1889 shows the present condition of the school:

Two courses of study are offered, the literary and the normal, each of which requires two years for completion. In the first course students are prepared for the sophomore year, scientific or Latin-scientific course of college, while the graduates of the normal course complete the studies required for a first-grade public-school certificate in Delaware, with the addition of school management, methods of teaching, mental philosophy, bookkeeping, vocal music, physiology, civil government, botany, and English classics. Those who desire may continue their studies in the advanced course, which prepares students for the junior year, scientific or Latin-scientific course of college.

The faculty consists of Albert N. Raub, A. M., PH. D., principal, pedagogics, psychology, and English; J. Harvey Whiteman, M. S., mathematics, natural science, and languages; M. L. Horn, A. M., mathematics, natural science, and languages; Gertrude M. Bridgman, B. E., primary department and English; Lucy E. Corson, M. E., English; Bessie Scott, music; Martha Chamberlain, painting, drawing, crayoning.

There were 121 pupils in attendance in 1888–89, of whom 64 were males and 57 females. Some of these were from Maryland and Pennsylvania. There is a primary department and students of any age are received. Day scholars are charged $1 a week and boarding students $4.75, which includes tuition, board, room, heat, and light. Pupils furnish their own school materials and text-books, excepting those on grammar, arithmetic, and spelling, which are free.

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[1] See sketch of his life in the history of Delaware College. Information has been received of the resignation of Dr. Raub and the election, in the summer of 1890, of L. Irving Handy, superintendent of public schools in Kent County, to succeed him. The value of the grounds and buildings is estimated at $15,000. See Report of the Commissioner of Education for 1888–89, Vol. II, 1055.

LIST OF PRINCIPALS.

The following is a list (complete, it is believed) of the principals from the opening of the school in New London in 1741 until the present time: Francis Alison, D. D., Rev. Alexander McDowell, Mr. William Thompson, Mr. Johnstone, Rev. John Waugh, Rev. Francis Hindman, Rev. A. K. Russell, Mr. Thomas Madden, Mr. N. Z. Graves, Prof. William S. F. Graham, Mr. W. W. Ferris, Rev. Matthew Meigs, Mr. J. W. Weston, Rev. Whitman Peck, Prof. E. D. Porter, Miss Hannah Chamberlain, Joseph L. Polk, Albert N. Raub, PH. D., and L. Irving Handy.

PUPILS WHO BECAME FAMOUS.

More than five thousand boys, many of whom won national reputations, have been students at Newark Academy. Among them were the following:

Dr. David Ramsey, the historian; Dr. Hugh Williamson, already described in this chapter; Capt. Robert Kirkwood, the Revolutionary hero of Delaware; George Duffield, D. D., associate chaplain of Congress with Bishop White; Alexander McWhorter, D. D., an eminent Presbyterian clergyman; Edward Miller, M. D., brother of Rev. Dr. Samuel Miller, an eminent physician and professor of practice of physics in the University of New York; Thomas Clayton, the first chief justice of Delaware, and the successor of John M. Clayton in the United States Senate (1837–'48); Dr. Allen McLane, a prominent physician, and the brother of Hon. Louis McLane; David Davis, acting Vice-President of the United States during the Arthur administration; Dr. D. Hayes Agnew, the great surgeon; George Alfred Townsend, the novelist and well-known "Gath" of journalism; Andrew C. Gray, esq., one of the ablest lawyers of his day, and father of George Gray, United States Senator from Delaware at the present time; John W. Houston, ex-member of Congress, associate judge of the State of Delaware, and compiler of the well known "Houston's Reports."

Almost every old family on the Peninsula has at some time patronized the academy, and occasionally three successive generations from the same family appear in the catalogues. Bayard, Clayton, Rodney, McKean, Harrington, McLane, Read, Higgins, Gray, Spruance, Black, Causey, Pearce, Groome, Constable, Grayson, Purnell, Wooten, Whiteley—all these well-known family names are enrolled on the scroll of this venerable institution.[1]

[1] Newark, Delaware, Past and Present, 39.

CHAPTER VIII.

COLLEGIATE EDUCATION.

THE COLLEGE OF WILMINGTON.

The old academy of Wilmington, established about 1765, was remodeled in 1803 and chartered as the "College of Wilmington." The State, eight years later, authorized a lottery to raise $10,000 for its use. It does not appear, however, that the college was ever fully organized or that any class completed the course. The building was torn down in 1832.[1]

ST. MARY'S COLLEGE.

St. Mary's College was established in Wilmington by Rev. Patrick Reilly, of the Roman Catholic Church. Father Reilly was a man of fine intellectual attainments and excellent character, and whatever success the college achieved was largely due to his intelligent administration of its functions.[2] In 1841 he opened a school for boys, which was six years later converted into a college by a charter from the legislature of the State, bestowing upon it full power to confer scholastic degrees. A large building, whose picture appears on the next page, was at once erected in place of the small one previously used, and the college was thrown open to students.

The first graduates (in 1850) were William McCaulley, of Wilmington; Edward McCabe, of New Orleans; Edward Ridgely, of Dover, and John Fulmer.

The list of instructors in 1860 was as follows: Rev. P. Reilly, president and professor of ancient languages; Rev. M. Healy, professor of English and mathematics; E. Paulin, A. M., professor of French and modern languages; M. Reilly, professor of drawing; Angelo F. Dos Santos, professor of music; James H. Leddy, James McCabe, Bernard Quinn, and Daniel Sullivan, assistant instructors in English and mathematics.

The total number of students enrolled in 1859–'60 was 93. These were distributed among States and countries as follows: Delaware, 41;

[1] See sketch of Old Academy of Wilmington, p. 45; Laws of Delaware, IV, 465.

[2] Letter of H. C. Conrad, esq., to the writer.

ST. MARY'S COLLEGE.

Pennsylvania, 16; New Jersey, 12; Georgia, 6; South Carolina, 4; Cuba, 4; Costa Rica, 3; New York, 3; Virginia, 2; Maryland, 1; Mississippi, 1.

Less stress was laid upon Latin and Greek than upon the sciences and courses preparatory to a commercial life. The catalogue of 1860 announces that "unless at the request of parents and guardians they (Latin and Greek) are not insisted upon generally. Particular and especial care is taken to impart a sound English education, and all means are employed to qualify students as thoroughly and in as short time as possible for entering the counting house and undertaking the usual pursuits of a mercantile life. Mathematics, bookkeeping, English literature, elocution, penmanship, geography and history, and the modern languages are always made the particular objects of constant and careful attention." Music was so popular that a college band was organized.

Students were forbidden to leave the collegiate bounds unaccompanied by one of the prefects. But opportunity for "healthful relaxation and amusement" was afforded by a convenient playground, two ball alleys, two ten-pin alleys, a field for cricket, shinny, and foot ball, and a gymnasium, "with all the latest, most interesting, and safest improvements." The close proximity to the famous Brandywine afforded the students "bathing in summer, skating in winter, and pleasant walking at all seasons." The use of tobacco was prohibited. "No inveterate smoker or tobacco-chewer will be permitted to enter the college as a student." The charge for board and room in the college dormitory, tuition, etc., was $150 per annum. The scholastic year began about September 1 and closed about the last of June.

Students were encouraged to study by a lavish distribution of prizes. In 1860 premiums were distributed for excellence in rhetoric, drawing, French, German, Spanish, Latin, Greek, natural philosophy, geometry, algebra, history, Christian doctrine, music, and the primary studies.

The Civil War cut off southern patronage so that there were in 1868 but 40 students in attendance.[1] The same year the college was closed, the building was sold to a syndicate, and in 1875 demolished. Thus ends the history of the first and only Roman Catholic college in Delaware.

WESLEYAN FEMALE COLLEGE.[2]

The Wesleyan Female College, one of the earliest institutions in the land for the higher education of women, was established in 1837. Rev. Solomon Prettyman, of the Methodist Episcopal Church, had for several years been conducting at Seaford a flourishing female seminary, which, in 1837, he was induced to remove to Wilmington. The Wesleyan Female Seminary was opened on Market street with thirty pupils in

[1] Barnard's Journal of Education, Vol. XVIII, 1869, p. 305.

[2] The writer is indebted to Miss Ruthanna Day, Dover, Del., a graduate of the college, for many of the facts contained in this sketch.

attendance. In 1838 it was removed to a larger building at Ninth and Market streets, and in the following year a large building, especially adapted to school purposes, was erected on French street above Sixth.

In 1841 the school was chartered under the name of the Wesleyan Female Collegiate Institute and started in its new quarters with 125 pupils. The students published the Female Student and Young Ladies' Advocate from 1844 to 1847. During the next three years the institute did not prosper, and in 1851 the control passed from the Rev. Solomon Prettyman into the hands of a board of trustees, representing the Methodist Episcopal Church. January 17, 1855, a new charter was obtained, granting to the Wesleyan Female College the power to confer degrees upon graduates and securing to the Philadelphia conference of the Methodist Episcopal Church a representation of six members in the board of trustees. The college then took a new lease of life, and before the close of the year 257 students were enrolled. The majority of these came from Delaware and Maryland, but a large number also came from Pennsylvania, Virginia, District of Columbia, and more distant States. Two courses of study were provided, the English and the classical, each extending over a period of three years, and divided into three classes—sophomore, junior, and senior. The degree of B. A. was conferred upon those who completed both courses, while those who completed the English course alone received the degree of mistress of English literature.

A building was erected on Sixth street under the direction of William Bright, one of the trustees, at a cost of $13,000. The college was fairly successful for many years, but about eighteen years ago began to to suffer a loss of patronage. In 1882 the property was purchased by William Bright and a new charter was obtained under the name of the Wesleyan College. An effort was made to resuscitate it free from sectarian control, under the presidency of the Rev. John Wilson, but in vain, and the doors were finally closed in 1885. The building is now used as a hotel.

The following is a complete list of the presidents: Rev. Solomon Prettyman, A. M., 1837–1851; T. E. Sudler, A. M., 1851–1852; Rev. George Loomis, D. D., 1852–1857; Rev. Lafayette C. Loomis, A. M., M. D., 1857–1858; Rev. John Wilson, A. M., 1858–1878; Rev. James M. Williams, A. M., 1878–1882; Rev. John Wilson, A. M., 1882–1885.

Literary societies.—Three literary societies were in operation during a considerable period of the history of the institution; the I. R. I. S. organized in 1854, the Minerva in 1868, and the Browning in 1872. All of them had pleasant, well-furnished rooms, and libraries, and were a valuable and interesting feature of the college life.

Alumnæ.—The list of alumnæ is both long and honorable. They are scattered over the globe. Many of them have done excellent work as missionaries. The Misses Waugh, the one a graduate of 1855, the other of 1858, were among the early missionaries to China and established the first girls' school—Waugh Seminary—at Foochow, China.

WILMINGTON COMMERCIAL COLLEGE.

The only business college in the State was opened by the present principal, H. S. Goldey, in 1887, since which time it has grown rapidly. In 1888–89, 207 students were enrolled. Mr. Goldey is an experienced accountant and has long been familiar with the work. He is assisted by nine instructors. The college is favorably situated in Institute building, northwest corner Eighth and Market streets, Wilmington. The full commercial course embraces bookkeeping, business forms, business customs, business practice, banking, expert accounting, correspondence, commercial law, business ethics, political economy, business penmanship, lettering and box-marking, business arithmetic, practical grammar, rapid calculations, practical spelling, and commercial terms. In addition special courses are offered in phonography and typewriting.

The instruction is mainly individual and the time required to complete the course depends therefore upon the student. "The shortest time yet made in completing the full course was six months." The college is open from the 1st of September until the last of June and furnishes a day session of ten months and an evening session of six months. For the full course of ten months a tuition fee of $80 is required, but students who attend a shorter period are charged pro rata. The school has already won a good name in the State.

CHAPTER IX.

DELAWARE COLLEGE.

THE BACKGROUND OF HIGHER EDUCATION IN DELAWARE.

The background of higher education in Delaware is deeply tinted with Presbyterianism. The mind reverts to that meeting of the Lewes Presbytery in 1738 at which the memorial to the Philadelphia synod was formulated. Then it leaves the State to seek at New London, Pa., four years later, the famous school of Francis Alison, the staunch Scotch-Irish Presbyterian to whom school seemed as necessary to the church as the anvil to the blacksmith. Thence it follows the current of higher education in its slow and sinuous winding towards Newark, until, breaking its academic banks, it seeks a broader channel in Delaware College.

The immeasurable influence of Dr. Alison was supplemented and encouraged by the statesmen of that day who could not endure that their State, which had been the first to adopt the Constitution, and among the first to learn the art of self-government, should lag behind her sisters in that which is both "the chief ornament and the safeguard of a nation—education." The statesmen of Delaware during the early part of the present century were usually men of scholarly instincts, many of them of great scholastic attainments, and graduates of Yale, Princeton, and the University of Pennsylvania, were by no means rare. Classical scholarship was in such good repute that but few of the shining legal lights were strangers at once to the Greek and the Latin tongues.

Whatever may be said concerning the future of classical scholarship among lawyers it can not be denied that the division of labor, which is rapidly encroaching upon the domain of law, is accompanied by a decadence of classical scholarship among lawyers. Whether the so-called practical training, which has been substituted for it, possesses all the virtues of its predecessor is a question presented for solution to the present generation. It is even now difficult to decide whether the man whose life is spent in the mere routine of raising a sledge hammer and letting it fall is in greater danger of mental atrophy than he who cranes his neck and strains his eyes for eight or ten hours daily, year in and year out, in examining musty records—to such an extent has the division

of labor gone in the large law firms of our great cities. Whether the time will soon come when the term "the learned profession," as applied to law, will be a travesty upon justice is not for us to say as yet, but it is at least apparent that there is relatively a marked increase, not merely in the number of those who have never reached an advanced degree of proficiency, but of those also who have scarcely "bathed their lips in the fountain" of classical learning. We have it, moreover, on no less authority than that of Mr. James Bryce, the distinguished author of "The American Commonwealth," that "some judicious American observers hold that the last thirty years have witnessed a certain decadence in the bar of the greater cities."[1]

The work done by some of the private schools of the State during the early part of this century was hardly inferior in character to that of the best colleges of the land, and it was possible, if we may trust common report, for a young man to go out from the academy at Dover, with as complete and thorough a classical and mathematical training as that possessed by the average college graduate of that day.

The McKeans, Reads, McLanes, Claytons, Bayards, Ridgelys, and numerous other families of the State placed upon law and statesmanship a stamp of classical learning which lost none of its force under their immediate successors. The youth of that day who aspired to a study of Blackstone before he had read his Virgil and his Homer was an object of either contempt or pity to the profession. At the paternal knee the scion of the stock drank in with eager ears the story of the Sack of Troy and the Wrath of Achilles almost as early in life as Little Red Riding-Hood and Jack the Giant-Killer, which fell from the mother's lips.

An anecdote concerning Charles G. Ridgely, one of the most promising young men—he died before he had attained his fortieth year—the State has ever produced, illustrates the love of classical learning which was then universally prevalent. His father, the Hon. Henry Moore Ridgely, was serving his State in Congress at Washington when he addressed to his son Charles, who had then just turned his eighth year, the following letter which at once displays the beautiful moral character of both father and son and the astonishing precocity of the boy:

WASHINGTON, *29th November, 1812.*

MY DEAR CHARLES: Having just finished a long letter to your mother, I now sit down, although it is late in the afternoon, to answer your favor of the 22d of this month, which, with pleasure, I received and read on Thursday last.

I am highly pleased that you read in "Homer's Illiad" every day and hope that you will continue to admire it more and more. It is a beautiful poem, and the more it is read and understood the more it will be admired by every person. In truth, no person of any taste can read it but with delight. I trust that by this time, too, you have made yourself acquainted with the history of the life of Homer, who has been justly called the Prince of Poets. No doubt you have felt great desire to

[1] Bryce's American Commonwealth, Vol. II, 508.

know something of the life and character of so famous a man. If you have not read his life, you will find a sketch of it in "Lempriere's Dictionary," and it can, I hope, only be necessary to tell you where you may find his life to induce you to read it. Now, my dear son, is the season with you for improvement. You should acquire habits of reading and thinking early in life. If you are ever at a loss to understand anything, inquire of your mother, and never rest till you do understand it.

You continue still, I hope, to read every day in the Bible; that is a book that you ought never to neglect. It contains the most interesting of histories, the best system of morality, and the only guide to everlasting happiness. It teaches a knowledge of the beginning of the world; it teaches your duty to your God, your country, your parents, and your neighbors. You will therefore, I hope, not fail to read it attentively, and, as your understanding ripens, make yourself master of it, at least as much so as man can make himself master of it.

I am delighted to hear from your mother, in every letter, that you are a good boy. Nothing will give me so much pleasure as for you to continue so, and as you increase in years to increase in every virtue.

Write to me frequently and tell me all the news of Dover. Is any word in this letter spelt wrong?

Your truly affectionate father,

H. M. RIDGELY.[1]

It is needless to relate that Charles had already discovered the misspelled word, and that his father received an early notification of the fact.

While still a mere boy Charles graduated with high honors at college and entered West Point. The following indicates how thoroughly he had mastered his classical studies. In 1824, when Charles G. Ridgely was twenty years of age, Gen. Lafayette visited West Point. At a banquet given in honor of the distinguished Frenchman, young Ridgely was unexpectedly called upon to propose a toast. On his feet instantly, the popular cadet offered, "The survivors of the American Revolution, '*Rari nantes in gurgite vasto*,'" the beauty and appropriateness of which classical allusion evoked from the assembled guests long-continued applause and from the press universal commendation.

Yankee schoolmasters, whose education had been secured at the best colleges and who came to Delaware in response to tempting offers from trustees of academies and from parents whose financial resources permitted them to engage private tutors for their boys, prepared students for northern colleges. This contributed somewhat towards bringing before the public the necessity of having a college within their own State, so that their children might be educated under their own vine and fig tree.

These influences paved the way for the formulation of definite plans for the establishment of a college.[2]

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[1] Scharf, Vol. I, p. 581.

[2] Unless stated otherwise, the minutes of the board of trustees and the faculty, which were rendered accessible through the courtesy of George G. Evans, esq., secretary of the board, are the sources of information concerning Delaware College.

THE ESTABLISHMENT OF DELAWARE COLLEGE.

Numerous appeals were made to the general assembly at its various sessions to establish a college, but nothing of importance was done until January 15, 1818, when an act was passed to enable the trustees of Newark Academy to raise $50,000 by a lottery for the purpose of erecting and establishing a college in Newark.[1]

The following-named gentlemen, then trustees of the academy, were appointed to manage the lottery: Rev. Dr. Thomas Read, the Rev. James M'Grau, the Rev. John Burton, the Rev. Samuel Bell, Dr. George Monro, George Gillespie, Walter Finney, William Cooch, Nicholas Van Dyke, Andrew Gray, Joseph Downing, and James R. Black.

The money raised by the lottery was to be applied to the erection of the college, and the surplus, if any, to the endowment thereof. The following was the mode of operation:

The managers were to proceed to the drawing and completion of the lottery either by classes or otherwise. The prizes were to be paid within one year after the class to which they belonged had finished drawing, subject, however, to a deduction of 15 per centum. If any prize was not demanded, it should be applied to the purpose for which the lottery was instituted; provided that notice of the fortunate numbers had been given in the press of the State and of the neighboring cities, Philadelphia and Baltimore. The managers were allowed to sell the scheme of the lottery or employ agents to sell some or all of the tickets, provided security was given. If the tickets were not sold within five years the managers were under obligations to return the sums paid for the tickets.

In 1821 the college was granted the proceeds of certain taxes on stage lines and on steamboats plying between Philadelphia and points on the Delaware. The tax on stage lines was fixed at 8 per cent on fares received from persons above 14 years of age and 4 per cent from those between 4 and 14. Each steamboat was taxed 25 cents for each passenger over 14, and 12½ cents for every one between 4 and 14.[2]

It was ordered in 1824 that the money raised by the above devices should be invested in some productive stock, which, with the dividends on it and further donations, should form the "college fund."[3]

The act of 1818 was supplemented in 1825 by an act limiting the sum to be raised by lottery to $50,000.

February 11, 1835, another act was passed for the benefit of the college. According to it the lottery scheme might be employed in raising $100,000 to be applied as follows: The sum of $50,000 was to go to the college, $25,000 was to be applied to the "fund for establishing schools in the State of Delaware," and $25,000 was for the use of the State.[4]

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[1] Laws of Delaware, v, 278.
[2] *Ibid.*, vi, 61, 265.,
[3] *Ibid.*, 380.
[4] *Ibid.*, viii, 392.

The efforts to establish a college by means of a lottery were supplemented from time to time by acts in which the lottery scheme was not involved. In 1821 the general assembly passed an act "to establish a college at the village of Newark or its vicinity for the education of youths in the English, Latin, and Greek languages, besides arts and sciences."

This act provided that the institution should bear the name of "Delaware College," and that the board of trustees should consist of not more than thirty members, to be appointed by the general assembly.[1]

Finally, "Newark College" was established under a charter granted February 5, 1833, and buildings were at once erected.[2]

THE CHARTER.

The chief provisions of the charter granted by the act of February 5, 1833, were as follows:

SEC. 1. *Be it enacted, etc.*, That a college for instructing students in languages, arts, and sciences, with power to confer degrees, shall be established at Newark, in this State, by the name of "Newark College." There shall be a board of trustees of said college consisting of not more than thirty-three members; there shall be a faculty of said college composed of the teachers whom the board of trustees shall from time to time consider it expedient to employ. No member of the faculty shall be a trustee. The board of trustees shall choose by ballot from their own members their president, secretary, and treasurer.

SEC. 2. The following gentlemen were appointed trustees: Thomas Clayton, Willard Hall, James R. Black, Peter Robinson, David Hazard, Rev. E. W. Gilbert, Samuel Stevens, Andrew Gray, Henry Whitely, George Platt, Joseph Chamberlain, Thomas W. Handy, Henry M. Ridgely, John M. Clayton, Joseph G. Oliver, John C. Groome, Jacob Faris, James Rogers, Rev. S. W. Prestman, William Meteer, William D. Waples, Alexander L. Hayes, Louis McLane, Rev. Joseph Magraw, Rev. Robert Graham, Rev. Samuel Bell, Richard H. Bayard, Benjamin C. Howard, Samuel McKean, Rev. Ezekiel Cooper, Arnold Naudain, Allan Thompson, and James Booth.

SEC. 3. The property of the corporation was limited to $20,000 yearly. The charter was granted for twenty years, but could be revoked at the will of the general assembly.

SEC. 4. The corporation could not be dissolved by a failure of the trustees to effect an organization of the board to choose a president or to appoint a faculty.

SEC. 5. The State treasurer was required to transfer to the trustees all the stock and money of "the college fund" created by the act of 1824.

The said stock and money when thus transferred were to become the stock and endowment of the college.

SEC. 6. The college buildings, when completed, were to be transferred, together with the land, by the trustees of Newark Academy to the trustees of the college. The balance of the lottery fund was to be transferred to the trustees of the college for the endowment of the same.

SEC. 7. A copy of the charter was to be furnished to the second-named trustee, Willard Hall, whose duty it was to give notice of the first meeting of the board of trustees.

SEC. 8. The act passed in 1821, under which nothing had been done, was thereby repealed.[3]

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[1] Scharf, I, 449.

[2] Laws, VIII, 283–286.

[3] Amendments were added in 1841 and 1843, and in 1851 a new charter was granted.

THE AVENUE OF LINDENS, DELAWARE COLLEGE.

One of the most notable features of this document under which the ollege was opened was the nomination for trustees of men prominent State circles and well known abroad. John M. Clayton, Louis Mcane, Richard H. Bayard, and Henry M. Ridgely were in their prime nd distinguished in national councils.

THE COLLEGE ORGANIZED.

Pursuant to the directions of the charter, Willard Hall called a meetng of the trustees at Newark, April 1, 1833, and an organization was ffected by the appointment of Willard Hall to be chairman and James . Black secretary of the board. At this first meeting many of the entlemen who had been appointed trustees signified by letter that ney would not accept the position, but there was nevertheless a conderable number present. After the election of Rev. E. W. Gilbert ermanent president of the board the trustees adjourned.

During the rest of the year 1833 the main portion of the present tructure was completed and arrangements were made to open the colege for the reception of students.

It is unfortunate that the buildings were not constructed with more egard to architectural effect as well as comfort. A "Friend to Eduation," in a letter to the Delaware Gazette in 1847, thus describes them: "The college buildings at Newark—they are like self-righteousness, the more you have of them the worse you are—the architecture of which is about as easy to describe, according to the five modes, either collectively or separately, as if the building materials, fifteen ears ago, had been blown together in a storm."

PLAN OF INSTRUCTION.

September 13, 1833, the board of trustees met and adopted the folowing plan of instruction and government:

Two courses of instruction were offered: I. The academic course. II. he collegiate course. I. The academic course was actually equivalent o the courses offered by the Newark Academy, which in the following ear was absorbed by the college. The course was offered for the enefit of those students who wished instruction in English grammar, rithmetic, the elements of Latin and Greek, all other branches taught academies, and any branch of literature and science taught in the colge. Thus, students in the academic course who did not care to purue a complete collegiate course might have the advantage of instruction by the college professors and the use of the apparatus.

II. The collegiate course consisted of four classes—freshman, sophoore, junior, senior. The admission of any applicant into the freshman lass was to be determined by examination.

We quote from the minutes of this meeting—

The plan of instruction in the college shall embrace the Latin, Greek, French, and panish languages, mathematics, mechanics, astronomy, chemistry, and other anches of natural philosophy, geography, history, and belles-lettres. The particu-

lars under this head can not be judiciously determined without consultation with the faculty, upon whose advice also the text-books should be selected. But Paley's Natural Theology and his Evidences of Christanity shall be text-books, unless substitutes for these can be adopted by the faculty, with the assent of the trustees.

The college was to be opened with two teachers, one of whom was to instruct in geography, mathematics, mechanics, astronomy, chemistry, or "any branch of natural philosophy;" the duty of the other was to give instruction in the English, Latin, and Greek languages and ancient and modern history. Especial attention was to be given to the correct reading of the English language.

Only college graduates "selected for suitable qualifications" could be chosen as teachers, and each was to receive a room and board in the college. In addition, one of the teachers who had been chosen principal, no discrimination having been made because of the nature of the branches taught, was to be paid an annual salary of $1,000 and the other $700.

The following quotation indicates the policy adopted in assigning to the instructors their proper functions:

Every teacher should be independent in his station, acting on his own responsibility. The principle on which this assertion is made is deemed essential to the correct administration of the institutions of our Government; it arises from the fact that the grant of the office is upon personal confidence in the officer appointed, and it applies with peculiar force in the case of a teacher, the instance of the highest confidence that can be reposed.

Provisions were made for acquiring a library and gradually increasing its size and for chemical and other apparatus. But these matters were not to be attempted until teachers had been secured, with whose coöperation the plans should be perfected. "It is deemed of the highest concern to engage teachers whose views shall be confined to and whose hopes shall rest upon the usefulness and prosperity of the college. These outlines are deemed sufficient to give a view of the institution and to commence its operations."

THE FIRST FACULTY, 1833.

On December 23, 1833, the trustees elected Albert Smith and Nathan Monroe to professorships in the new institution. Upon the refusal of Albert Smith to accept the unsought-for honor, John Holmes Agnew, a relative of D. Hayes Agnew, the famous surgeon, was elected to fill the vacancy March 27, 1834. Under Mr. Monroe, who was chosen principal, and Mr. Agnew the college was to be opened.

The inability of two men to manage an institution which proposed to do both academic and collegiate work must have been apparent to the trustees since they were, upon the whole, men of considerable education, some of them having studied at the best colleges in the country.

It should be noted that during this trying period of educational incubation there was one man, at least, who dared to declare that the *success of the* college at home, as well as its standing abroad, depended

upon the unparsimonious use of funds in the employment of instructors. Andrew Gray, a graduate of the University of Pennsylvania, and grandfather of the Hon. George Gray, who now represents Delaware in the United States Senate, made a determined fight for the opening of the college under four instead of two professors, on the ground that two were insufficient to do the work anticipated, and that under such a régime it was unreasonable to expect patronage.

Defeated, but undaunted, he made a final stand for three professors, and succeeded in carrying his point by the close vote of six to five. To the third professor was to be paid the unpretentious salary of $500 a year. Mr. N. Z. Graves was elected to the newly-created chair July 9, 1834.

THE FIRST TERM, MAY 8, TO SEPTEMBER 24, 1834.

The doors of the college were thrown open to students immediately after the inaugural exercises of May 8, 1834, and during the first term 64 students, of whom 42 were boarders, were enrolled. Alexander T. Gray was the only student sufficiently advanced to enter the collegiate department, and he was enrolled as a sophomore.

At this time the school year was divided into a winter and a summer session. The winter session began on the first Wednesday in November and continued until the third Wednesday in April, when a vacation of five weeks was given. Then the summer term began, and extended until the third week in September, so that commencement exercises were held in the autumn and diplomas were handed to happy seniors at the close instead of at the beginning of the heated season. It is needless to state that this plan was never entirely satisfactory. The confinement indoors of farmers' sons, who were accustomed to an outdoor life in summer, brought to many of them a debilitation which prevented satisfactory study. There was moreover a greater tendency to infringement of rules during the camp-meeting season, when the Delaware youth was not able to withstand the blandishments of his best girl, who was always on the camp-ground, prepared, as he well knew, to win other devotees if her first choice failed to appear. Soon a general sentiment sprang up against the scheme, and in 1845 the system now in vogue was adopted, with the exception that the fall term began early enough to give eighteen weeks of active work before the Christmas holidays.

Expenses during the early period were so few that almost everyone desiring to patronize the institution could easily do so. Board at first was only $1.25 a week; soon, however, it was raised to $1.50, and in 1836 to $1.75. Tuition was $10 and room rent $2.50 a term, both payable in advance. No entrance fee was demanded at first. In March of the following year the board of trustees decided to charge an entrance fee of $3 into the academic department, $5 into the freshman and sophomore classes, $7 into the junior class, and $10 into the senior class. By the exercise of scrupulous economy the student could spend a year at "Newark *College*" for a trifle over $100.

CURRICULUM, 1834.

The trustees, with the approval of the professors, adopted the following curriculum: Candidates for admission into the freshman class were required to pass an examination in the following studies, which comprised the course in the academic department: English grammar, geography, arithmetic, Latin grammar, Latin reader, Cornelius Nepos, Sallust, Cicero, Virgil, Roman Antiquities, Grecian Antiquities, "writing Latin," Greek grammar and exercises, Greek reader, and "the four Evangelists in Greek." Students who manifested suitable proficiency in books other than those required might be admitted if the faculty willed it.

In the collegiate department the following scheme was in vogue:

I. Freshman class, first term: Mythology, with Gould's Ovid; Adams's Roman Antiquities; Fulsom's Livy commenced; Græca Majora (Xenophon's Cyropædia, Anabasis, Memorabilia); Lacroix's Arithmetic; Smyth's algebra. Second term: Fulsom's Livy completed; Cicero de Officiis; Græca Majora (Herodotus, Isocrates, The Odyssey); Smyth's Algebra completed.

II. Sophomore class, first term: Tacitus; Græca Majora (Demosthenes, Plato); Cambridge mathematics (Legendre's Geometry); nature and use of logarithms; Smyth's Trigonometry. Second term: Horace (Odes and Satires); Græca Majora (Euripides); Cambridge mathematics (heights and distances); surveying; navigation; application of algebra to geometry, leveling, projections; principles of general grammar (De Lacy); philosophy of English grammar; Newman's Rhetoric; English composition.

III. Junior class, first term: Horace continued; Græca Majora (Aristotle); Cambridge mechanics; calculus; Brown's Philosophy of the Human Mind (Hedge's), with reference to Abercrombie and other standard authors. Second term: Horace completed; Græca Majora (Sophócles); Enfield's Natural Philosophy, Paley's Moral and Political Philosophy, with reference to other standard authors; logic.

IV. Senior class, first term: Græca Majora (Longinus); Cicero de Oratore; astronomy; chemistry (Turner's); Paley's Natural Theology and Evidences of Christianity. Second term: Bulter's Analogy; Say's Political Economy; Smellie's Philosophy of Natural History, Mineralogy, and Geology.

The following additional exercises were required in the collegiate department: Recitations from ancient and modern history, a recitation from the Bible weekly, reading of the English language, private declamations from the lower and public declamations from the upper classes, original orations from the seniors, frequent translations from the English into Latin and Greek and from Latin and Greek into English from all but the seniors. Instruction in Hebrew was provided during a part

of the year. Lectures were delivered to the students on natural theology and oratory, on ancient languages and literature, and on rhetoric; annual exhibitions were expected from each class.

The reader will be impressed with the prominence given to the ancient classics, mathematics, and oratory in the above curriculum, and its close resemblance to the curricula of the best colleges in the land. A careful comparison with those of Yale, Princeton, and the University of Pennsylvania will convince one that the promises held out at Newark were just as great as those at other places. That an honest effort was made to fulfill them can not be doubted by him who reads, as the writer has done, the minutes of the faculty. Frequent cases of expressed desires to escape from the stringent prescriptions of the curriculum were met by emphatic refusals in almost every particular.

GOVERNMENT.

The ideal of government set up by the authorities for the college was that of a happy family. The duty of the faculty was to "exercise careful and affectionate superintendence over the morals and health of the students, as well as aid them in and urge them to literary attainments." The necessity of judicious physical exercise for the student was recognized by the trustees, and they granted to the faculty the power to make rules concerning the matter. To the faculty was granted the power to suspend refractory students, but their expulsion remained in the hands of the trustees.

The trustees stated that "The object of the institution is to prepare young gentlemen to be estimable and useful citizens, by guiding and aiding them to form such habits and make such attainments as shall be effectual for accomplishing this object. The course to attain this object shall be steadfastly pursued; nothing inconsistent with it can be permitted. Good order and scrupulous regard to moral habits, are indispensable to the prosperity of the institution." To this end, "there shall be morning and evening worship. The time of morning worship in the first term shall be at daylight until the 10th of February, and during the remainder of the year at 6 o'clock. The time of evening worship shall be at sunset in the first term until the 20th of March, and at 6 o'clock during the remainder of the year." Punctual attendance upon the devotional exercises was required of all students who resided in the college. The Sabbath was observed with scrupulous nicety. No student residing in the college was permitted to leave the premises without the permission of the faculty or under their direction. Nor might he "engage in any diversion or unsuitable reading or study, or receive visitors, or otherwise profane the day." Furthermore, attendance upon public worship was required and Bible lessons were studied at an hour prescribed by the faculty.

If the above provisions were faithfully executed it goes without saying that the Sabbath was a day of inquisition to the college boy of that period. The climax of sabbatarianism had well nigh been reached and the extreme Calvinists in the town of Newark must have felt a warm sympathy for the college.

During the first term sixteen students left the institution: Seven on suspension, four on account of sympathy with the suspended, and five on account of ill health. The large number of students—about 16 per cent—who left the college on account of insubordination indicate that the faculty did not find it an easy task to organize and arrange the heterogeneous elements which had never before been subject to a single authority. The confrontation of the three elements—trustees, faculty, and students—no one of which comprehended as yet the proper relation which it sustained to the other two, caused much friction in the first movements of the machinery of government. The faculty appear for the first few months to have devoted themselves principally to disciplining recalcitrant students, some of whom later in life filled high positions in local and national circles. The writer has in mind a boy in the academic course, scarcely in his teens, whose visits to the punitive authority were as frequent as those of inveterate thieves to the whipping post, Delaware's refined relic of the inquisition, at the judicial command of that same mischievous boy, when he was promoted to the bench.

Almost every page of the minutes of the faculty during the early period records a law broken, a youth summoned before the tribunal of justice, and a defiant reply, which the faculty often designated as "unsatisfactory and impudent." A youth was once arraigned on the charge of "having been found in the belfry engaged in fastening a long string to the tongue of the bell, for the purpose of more easily disturbing the order of the college. He of course acknowledged the fact, since he had been discovered there by one of the professors, although he pretended that he had gone up for the purpose of taking off the twine." The faculty "unanimously resolved that he have his option of ringing the bell at the regular hours for one week, or being confined in a room alone for the same space of time to live on bread *or*[1] water, with intervals of exercise in the open air at such time as the other students are at recitations." Having declined to submit to either of these humiliating proposals, the boy was summarily dismissed for one month.

The offenses for which students were arraigned during the first few years of the college were: Mutilation of the building, impudence to the faculty, unlicensed attendance at the neighboring camp meetings, the overturning of stoves, breaking of windows, "purloining," reading at prayers in the oratory, drunkenness, from which great trouble was ex-

[1] This was probably intended for *"and,"* but the records of the faculty are quoted *verbatim*.

perienced by the college, and resistance to the authority of the faculty, even to personal assault upon its members, as was charged in one case.[1]

For these offenses the following punishments were inflicted: Bread and water for five or ten days, together with solitary confinement, suspension, expulsion, public admonition or reproof, and corporal punishment, which was once inflicted upon a boy for going to camp meeting without the permission of the faculty. There was no such bedlam, however, as this would indicate. The reader will keep in mind the fact that the college was not yet well under way; that the majority of students were in the academic course, and that the first few years were spent in preparing them to appreciate the college. As soon as a goodly number of well-equipped students were received the wheels moved more easily and work of a high grade was done.

The following letter from the eminent surgeon, D. Hayes Agnew, who was one of Dr. Gilbert's students, gives a graphic picture of the college at that time:

NORTHWEST CORNER SIXTEENTH AND WALNUT,
Philadelphia, August 19, 1889.

MR. L. P. POWELL:

MY DEAR SIR:

* * * * * * *

Prof. Agnew was a fine classical scholar, an excellent teacher, and an eloquent speaker.

He was a very attractive man in the pulpit.

President Gilbert was in person of a slender build, of medium size, with sleek, gray hair, and of an active, nervous temperament.

He had an intellectual face, was always interesting in the chapel, and excelled as a disciplinarian.

Prof. Dodd was much esteemed not only for his recognized ability as a mathematician, but also for his great simplicity of character. We were a lively set of boys and guilty of many foolish pranks, but, on the whole, not worse than the young men in similar institutions at the present time. The refectory was infamous, poor fare and badly served.

Very truly, your friend,

D. HAYES AGNEW

THE "PARSON" BELL CASE.

The election of the first president was due to a dissatisfaction on the part of the trustees with the action of the faculty in the "Parson" Bell affair.

It appears that both of the professors (the third had not yet entered upon his duties) had occasion to be absent one night from the college,

[1] This, however, is not without numerous parallels to-day. The writer recalls a recent instance in which there was in a well-known sectarian college such a dearth of law and order as to prompt a large body of students to attempt to intimidate a faculty from the discharge of their duty, and even to hurl into their midst a stone, which came near striking the president.

in which they resided, and left Rev. Samuel Bell, popularly known as "Parson" Bell, in charge of the institution. He, under the conviction that an opportunity to do something for the Lord should never be neglected, attempted to hold a prayer meeting in the oratory. Such a step coming from one to whom authority had been delegated by those whose duty it was to govern the institution in person, and a man greatly disliked by the students, was met by a popular outbreak. The meeting was disturbed and finally broken up by "cat calls," derisive cries, etc. Upon the return of the professors vigorous action was taken; seven of the students were suspended, and four, who sympathized with the culprits, voluntarily left. At the first meeting of the trustees, September 22, 1834, it was resolved "that all religious exercises, except those conducted by the teachers of the college or the president of the board of trustees, be excluded, and that no night meetings be hereafter held."

The severity of the faculty was disapproved of, and a resolution was offered censuring them for inviting Rev. Samuel Bell to officiate in their absence on the evening of the disturbance, when they knew "his unpopularity with the students." This, however, was not passed, but the trustees adopted resolutions modifying and lessening the punishment of the students who had been suspended.

The point at issue was the relation of the faculty to the trustees. The trustees, among whom were some of the leading legal lights of the State, acted upon the assumption that the trustees in their relations to the faculty stood upon the same platform as the Supreme Court to the inferior courts. It remained for the first president, Dr. E. W. Gilbert, to dissipate these erroneous views and to set out in a clear light the mutual rights and duties of the various elements of the college. A failure to comprehend these has strewn the educational field with the wrecks of institutions.

Dr. Gilbert was elected to the presidency of Newark College September 23, 1834, but before accepting the trust he addressed to the board of trustees the following clear and sensible letter, which has probably played a greater part in the history of the college than any other public or private paper:

REV. ELIPHALET WHEELER GILBERT'S LETTER.

Hon. WILLARD HALL,

Chairman of the Committee of Conference:

DEAR SIR: Before giving a positive answer to the very honorable proposal made to me by the board which you represent, I feel it to be important to have a clear, mutual understanding of several points connected with the office which I am invited to accept.

In the first place, I wish an explicit understanding with the committee as to the extent to which the faculty may look for the support of the trustees.

He claims that government should be left to the faculty, and adduces to his support inferences from the general principles of the charter, the

fewness of the by-laws, and impressions which he had received from conversations with those who had a hand in drawing up the by-laws. He furthermore declares it his uniform conviction—

that no college deserving the name can be maintained on any other principle than unlimited, or next to unlimited, confidence in the faculty. On this, I wish to have the sense of the committee and of the board. First, because the frequent exercise of discipline, and of severe discipline, too, will from the very nature of southern character be inevitable in the first years of the institution, and nothing but an independent, unchanging, and impartial course, sustained by the trustees with all their power will enable the college to live through the first five years. If the faculty can be thwarted and weakened by successful appeals to the trustees, in mitigation or reversal of sentence, successful government is out of the question; the officers of the college will be despised and mocked by refractory students, and no faculty fit to govern such an institution would consent to hold so painful a place.

In the next place, because this is the uniform custom throughout New England, and in all the respectable colleges of our land. * * * Is it unreasonable that those should have the right and power of governing an institution who must in public estimation bear the responsibility of its good or ill management? If the faculty, as our plan contemplates, are to "identify themselves with the institution," and to rise or sink, live or die with it, is it unreasonable to concede the privilege of governing it in their own way? * * * (In my opinion as a trustee, I may, perhaps, be permitted here, as elsewhere, to express the opinion: The faculty ought to be *sovereign* in their own department, and the only power exercised over them by the trustees should be the power of removal, except where the faculty are divided in sentiment, in which case the trustees are the proper body to decide.)

He then disclaims any intention to dictate terms to the trustees, but pleads for an immediate interpretation of the principles of the infant institution, in order that conflicts between the faculty and the trustees may be avoided.

If as a trustee I might be permitted to give my views of the duty of the faculty in reference to the trustees, I would say: The faculty, though sovereign in their own department, ought to report regularly and fully to the board every instance of discipline with the grounds thereof. They ought in general to suspend only till the end of a session, or till the meeting of the board, leaving it to the board to judge of the propriety of extending the suspension or punishment to a longer period. The advice or recommendation of the faculty to extend the punishment in any given case should, without good reasons to the contrary, be adopted by the board. The trustees should give advice whenever they deem it necessary, and the faculty should regard it as the highest expression of public sentiment in the case. But in my humble opinion no important unanimous decision of the faculty should ever be set aside by an authoritative decision of the board, except in the last resort.

He professes himself willing to accept the appointment if the policy which he has outlined meets the approval of the board and a satisfactory salary be attached to the office; and in conclusion subscribes himself,

Very respectfully, yours,

E. W. GILBERT.

"WILMINGTON, *September 25, 1834.*"

THE REPLY OF THE TRUSTEES.

The justice of Dr. Gilbert's claims was allowed and the policy which he thought should direct and govern the relation of trustees to the faculty was adopted with slight qualifications. The following quotation from their report will best illustrate the position which they assumed:

> The trustees are bound in superintending the college to examine the manner and operation of the government, not to revise a case in matter of discipline, to undo, modify, or censure what the faculty have done, but to determine whether the general conduct of the government is salutary, within the scope of the by-laws, and directed to the end of the institution. They are to survey the transactions of the college and judge whether wisdom and justice characterize them. If the general conclusion is satisfactory, this warrants a satisfactory presumption for particular cases. The question is, not whether the trustees would have done what the faculty have done in particular cases, but whether upon the whole view the faculty are worthy of confidence. If they are, the trustees should sustain them; if they are not they should be removed.

At the same session of the board of trustees it was resolved that the president should receive an annual salary of $1,000 "without board in the college or allowance therefor." Dr. Gilbert thereupon accepted the office of president of the college and resigned the presidency of the board of trustees.

THE FIRST PRESIDENT, ELIPHALET WHEELER GILBERT, D. D.

Eliphalet Wheeler Gilbert was born December 19, 1793, at Lebanon, N. Y. He was graduated from Union College in 1813 and the next year entered Princeton Theological Seminary. He was licensed to preach in 1817 and served on a mission of six months to the West. The following year he was called to the pastorate of the Second Presbyterian Church of Wilmington, Del. In 1829 the building of the Hanover Street Church caused a division of the congregation, though a large majority followed their pastor to the new edifice. He was appointed agent of the American Education Society in May, 1834, and on October 29 of the same year was chosen president of Delaware College. He resigned the presidency on June 8, 1835, and for the next five years officiated once more at the Hanover Street Church. In May, 1841, he was recalled to the presidency of Delaware College, which he held for six years, until April, 1847. He then accepted a call from the Western Presbyterian Church in Philadelphia, and remained there until his death, July 31, 1853. The University of Vermont conferred upon him the degree of D. D. in 1841.

Dr. Gilbert published a volume called "The Letters of Paul and Amicus," a theological disputation with the Hicksite Quakers, which first appeared in current periodicals; two tracts—one on "Regeneration" and one on "Perseverance;" and articles in the Presbyterian Review on "Geology," "the Apocalypse," and "Millenarianism." All these productions indicate great talent.

Dr. Gilbert was a man of clear mind and decided views; skilled as a controversialist, yet with such courtesy to his opponents that when the joust was over they were among the first to sit down in his tent. He was mighty in the Scriptures and studied them with constant care. His effort as a preacher was to set forth the truth in strong, sharp outlines, yet these outlines were often illuminated and tinted by vivid lights and touches. He was an omnivorous reader, and drew knowledge and illustration from every available source. In the discussion of theological questions he charmed his hearers by crystalline statements, acute distinctions, and the playful radiance which he threw over all. His life ran into that of the church at large like a clear, bright stream, whose qualities were only diffused, not lost, after the stream had ceased to flow.[1]

Rev. Benjamin J. Wallace writes of Dr. Gilbert:

He was almost pure intellection. His especial characteristic was a keen, active, inquiring, investigating, analyzing mind. His mind was remarkably rapid and versatile, his memory so tenacious that he seemed never to forget anything. But he did not undertake comprehensive schemes of learning, such as reading the whole of the Christian fathers or all the Greek classic authors. He loved in reading to keep in view some salient human interest. He analyzed everything, but especially the human mind, and the mind rather in action than at rest. He kept a list of the works he read. They average nearly a volume a week, read through and digested. Yet a more original man scarcely lived. Every expression was from his own mint, obverse and reverse, sharply struck, motto and device clearly defined. He was singularly careless about his literary reputation. The hived information gathered from twenty books he would bestow on you for the asking; and when he agreed to write it would be with extreme rapidity, little correcting, and not much heed to fix everything so as to make the best impression.[2]

He possessed not only the instincts, but also the methods and industry of the scholar. The light from his study window always greeted the belated student. Even in scanning the newspaper his atlas lay open before him. "Although of slight form and delicate constitution he had great dignity of presence, and no one dared take any liberties with him," remarks Dr. Purnell. "Dr. Gilbert is *all head*," said a woman who knew him well. Short of stature and slender, with a finely shaped head, a clear hazel eye, "a womanlike nose," a prominent chin, and a "squeaky voice, which once heard was never forgotten," says Dr. Caleb P. Johnson, and the picture of his personal appearance is complete.

Delaware College may well congratulate itself that the first president was fitted by nature and education to launch the frail bark upon the waters of a permanent existence. Dr. Gilbert stands an enduring witness of the truth of Emerson's words, "An institution is the lengthened shadow of one man;" for the policy which he outlined has never been abandoned and his personality remains to this day stamped upon his surviving pupils.

The new president from the day of his inauguration adopted such a firm and salutary method of discipline that many of the clouds of the previous term were speedily chased away and he was able to make the

[1] Nevins, Presbyterian Encyclopædia, Art. on Gilbert. The writer is indebted to ex-President Wm. H. Purnell and other students of Dr. Gilbert for many facts concerning the first president.

[2] Sprague, Annals of the American Pulpit, IV, 596–600.

following report to the trustees at their meeting April 20, 1835: "In the college proper, the highest degree of order, studiousness, and exemplariness has been manifested. We have had next to nothing to condemn and much, very much, to commend. No case of public discipline has occurred, and only one case of private admonition." The unruliness of certain small boys had caused some trouble in the grammar school, but this was to be avoided in the future by placing the government of that school into the hands of its principal. In 1834–35, 94 students were enrolled, of whom 23 were in the collegiate department.

PROFESSORSHIPS.

Although no addition had yet been made to the working force of the faculty, the following scheme of professorships was adopted as early as 1834, and its provisions were to be carried out as soon as feasible:

(1) The president to be professor of rhetoric and oratory.
(2) Professor of ancient languages and classical literature.
(3) Professor of mental and moral philosophy and of Biblical literature.
(4) Professor of mathematics and natural philosophy.
(5) Professor of chemistry, mineralogy, and natural history.
(6) Teacher of modern languages.
(7) Lecturer on anatomy and physiology.

THE LOTTERY SCHEME.

President Gilbert's conscience not being elastic he could not rest content while the principal fund of the college was derived from a lottery.

To the present generation this plan of raising money is objectionable, but the memories of men who have passed their three score years will carry them back to a day when it was common to aid benevolent and educational enterprises, even churches, by lotteries. Many of the churches of Puritanic New England were erected by sums derived from lotteries, and the stanchest and most conscientious church people as well as the most austere moralists did not hesitate to engage in such schemes.[1]

To be sure, this age of higher ethical culture has drawn the line between right and wrong so hard and fast that there is no room on the right side for lotteries, and he who engages therein imperils his ethical standing; but at the same time we are presented with the anomaly of stock and exchange gambling, a more refined species, standing on the right side so far as a vigorous public condemnation is concerned. Yet those who engage in the latter are by no means so scrupulous in their

[1] There was even then a considerable sentiment against lotteries, for Niles' Register on February 14, 1835, after announcing the passage of an act by the Delaware senate to authorize the raising of $100,000 by lotteries for Newark College, pertinently inquires, "Can this bill pass into a law?"

conduct as the lottery managers of fifty years ago, nor is the end in view so worthy.

To certain trustees, as well as Dr. Gilbert, the lottery scheme appeared of doubtful propriety, and at a meeting held April 20, 1835, a resolution was offered renouncing the benefits of the lottery and refusing to receive aid for the college from that source. No conclusion was reached at this meeting; but on June 23, 1835, the motion was again considered. The committee in charge of the funds arising from the lottery reported that after expenditures for the purchase of land and the college buildings there remained in their hands subject to the order of the trustees, $30,250.40.

The motion to refuse the aid of the lottery was passed with some amendments. But at the same meeting the matter was reconsidered, and upon motion of Mr. Ridgely all resolutions in reference to refusing the material aid offered to the institution were rejected. Thirteen of the twenty trustees present voted for Mr. Ridgely's motion and the rest, who were probably opposed to the lottery, did not vote at all.

Feeling that he could no longer remain in a college which rested upon an immoral basis, Dr. Gilbert resigned, August 11, 1835, and Dr. Richard S. Mason was elected to succeed him, October 9, 1835.

THE SECOND PRESIDENT, RICHARD SHARP MASON, D. D.

Richard Sharp Mason was born December 29, 1795, on Barbadoes, one of the West India Islands. He was graduated from the University of Pennsylvania and, in 1817, was made a deacon in the Protestant Episcopal Church. Three years later he was received into the order of priests, and from about 1818 to 1829 acted as rector of Christ Church at New Berne, N. C. He was president of Geneva (now Hobart) College from 1829 until he was called to the presidency of Newark College in 1835. He returned to North Carolina in 1840 and served as rector of Christ Church, Raleigh, until his death in 1875. He was made a D. D. by the University of Pennsylvania in 1829. He published "A letter to the Bishop of North Carolina on the subject of his late Pastorate" (New York, 1850), and "The Baptism of Infants defended from the Objections of Antipaedo Baptists," edited by his son (1874). "All who knew Dr. Mason can testify to the purity of his life and the sincerity of his character."[1]

Dr. Mason's scholarship and his force as a metaphysician were universally acknowledged; but he seemed to lack administrative ability, tact, and knowledge of boys. "He knew no more about a boy than about a kangaroo," said a gentleman who knew him well. Consequently he did not succeed either in managing the students or in winning from the trustees confidence in his ability to do so.

[1] Appleton's Cyclopædia; article on Mason. Wheeler's Reminiscences of North Carolina, 445.

His first report indicates that he had great difficulty in disciplining refractory students, and that there was a return to the scenes of the first term. Violations of good order became grosser. The mutilation of the building was carried so far that the president suggested to the trustees the expediency of casing the pillars with sheet iron.

Much trouble was experienced from the prevalence of drunkenness. The faculty petitioned the stores and taverns of the town to sell no more intoxicating liquors to the students of the college. A committee was finally appointed by the trustees, at the suggestion of Dr. Mason, to petition the general assembly "to prohibit the sale of liquors to the students of Newark College."[1]

On the 5th of April, 1840, a fire broke out in one of the rooms over the oratory, through the indiscretion of the occupant, but was extinguished before the damage exceeded $60.

Dr. Mason's efforts in behalf of the college were constant and earnest, but there was a visible waning of patronage that produced great unrest and dissatisfaction with the administration. In his report of April 7, 1840, he attempts to explain the slow growth of the college. He calls attention to the small library, and says, "the standard of learning in a college depends much more than is generally supposed on the character of its library." He declares that "the course of study is as elevated as that of almost any other college of repute in our country; certainly higher than that of many colleges of fair reputation. That the instructors are fully able to carry on this course must be presumed until there is evidence to the contrary." But he pleads further for a sufficient number of teachers "to give the information usually sought for at such an institution, as well as that the attention of each may not be distracted by a multiplicity of pursuits, but be directed as much as possible to one or two subjects, affording thereby the benefit of that division of labor so advantageous in literary as well as mechanical operation." He insists upon an increase of all the essentials of college life so that the institution may not continue a feeble and struggling existence, but "advance with health, vigor, and rapidity."

The trustees did not believe that Dr. Mason had located the actual cause of the deterioration of the college and did not hesitate to so express themselves. The president was censured for not visiting the class rooms of the professors oftener. He defended himself on the ground that he believed it would not be attended with material advantage, and requested the trustees to define his duties more clearly.

His resignation was requested September 23, 1840, but October 12 of the same year the action was rescinded, and his resignation which had been offered was not accepted. But he again resigned, and in his letter referred to some shock which the college had lately received from which, he thought, it would not speedily recover.

[1] "An act to prevent the sale of spirituous liquors to the students of Delaware College," *finally passed* February 24, 1843. (Laws of Delaware College, 1857, p. 32.)

BY-LAWS.

November 10, 1836, the trustees adopted a set of by-laws for the government of the college. Four departments, with a professor for each, were established. (1) Languages: Latin, Greek, French, Spanish, German, Italian. (2) Mathematics. (3) Mental and Moral Philosophy. (4) Natural and Experimental Philosophy. The "blue laws" for the keeping of the Sabbath were greatly modified. The tuition fee for irregular and academic students was fixed at $20, and for collegiate students $25 per annum. Room rent was $10 per annum. No student under 14 years of age was allowed to room in the college unless by special consent of the faculty. Students were forbidden to have in their rooms intoxicants (unless by a physician's orders), dogs, guns, swords, dirks, or any deadly weapon.

CURRICULUM.

The following curriculum was in vogue during Dr. Mason's administration:

I. Freshman class: Classical geography and chronology, Livy, Virgil's Georgics, Greek historians and philosophers, Greek testament, algebra, geometry, Greek and Roman mythology.

II. Sophomore class: Horace (odes, satires, and epistles), Homer's Iliad and Odyssey, trigonometry, analytical geometry, rhetoric, Paley's Evidences of Christianity, Greek testament.

III. Junior class: Tacitus, the Greek tragic and lyric poets, Cicero de Officiis, calculus, chemistry, logic, Kames's Elements of Criticism, Paley's Moral Philosophy, history of Roman literature, Greek testament, English composition and elocution.

IV. Senior class: Archeology of literature and art, Cicero de Oratore, Kames's Intellectual Philosophy, mechanics, natural philosophy, chemistry, astronomy, mineralogy, geology, Kent's Commentaries, Butler's Analogy, Greek testament, forensic discussion, composition and criticism.

In addition public declamations were required from the students and public lectures delivered before them. A comparison of this curriculum with that first adopted will show a great advance in grade. Nor will it compare unfavorably with the curricula of first-class colleges of to-day. The test of the grade of the college is the persistence with which the curriculum was followed. The records of the faculty show an honest effort to fulfill the promises which had been made to the public. Instances could be cited in which students were released from certain minor features of the course only after earnest supplication, supported by good reasons. It is conclusive from a careful reading of the minutes that the grade of scholarship was high.

STUDENTS.

At the conclusion of Dr. Mason's term of office the college had 42 *students, of whom 19* were in the preparatory department. In 1837 the

trustees resolved to admit to the college, free of tuition, ministerial students, not exceeding 10 in number. There had been during the year 52 students in the college, and in 1838 the whole number, including those in the preparatory department, was 71.[1]

On May 2, 1839, the board resolved to separate the academic students from those of the college and to procure another building for the former. Accordingly preparations were made to build on the academy lot a suitable edifice for recitations, without dormitory and refectory, and not to cost more than $2,000, which sum was increased in 1840 to $3,500.

THE FIRST GRADUATES.

The first graduates received diplomas September 28, 1836. They were William S. Graham, John Martin, E. B. Foote, Isaiah G. De Grasse.

William S. Graham, the first valedictorian, acquired a great reputation in the college for brilliancy in the art of composition. Although he graduated at the age of 18 he was straightway appointed tutor in his *alma mater*. Four years later he was elected principal of New London Academy, and in 1841 of Newark Academy. While teaching at Newark he married the daughter of Dr. E. W. Gilbert. In 1845 or 1846 he took charge of an academy at Harrisburg, where he died at the early age of 30, after a successful career.

Dr. Epher Whitaker, a prominent Presbyterian divine of Southold, N. Y., says of him: "He was one of most accomplished and skillful teachers that I have ever known. * * * Although small, fair, and delicate as a woman, he was a remarkably efficient and scholarly man."

In 1839, all the graduates of 1836, except John Martin, who had died in the meantime, received the degree of M. A., the first occasion of its conferral by "Newark College."[2]

PRESIDENT GILBERT RECALLED, 1840.

Dr. E. W. Gilbert was chosen to be president a second time, October 12, 1840. He agreed to accept the honor on condition that certain propositions named below proved acceptable to the board of trustees:

First. That the president of the faculty should be *ex officio* a member of the board of trustees.

Second. That the lottery scheme of the board should be given up, or that the legislature should make an appropriation of the same amount as had been raised by lottery, so as to assist the institution in a less objectionable way."[3]

Third. That the college should be gradually brought under Presbyterian influence by filling in future the vacancies in the board of trustees, as they occurred, by members of that denomination.

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[1] The catalogue of 1837-38 says: "Although more than four years have elapsed since the foundation of this college, it has but recently been fully and firmly organized."

[2] The degree of M. A. was conferred at the same time upon Edward M. Forbes, a graduate of the college of Geneva, N. Y.

[3] *The lottery scheme* had alienated many religious people.

He said further that in compliance with the third clause in particular, he would pledge to the college the patronage of the Third Presbytery of Philadelphia, and the Synod of Pennsylvania, "bodies able to furnish of themselves enough students to fill any ordinary college and competent also to supply any reasonable amount of funds for the endowment of the institution."

The board readily acceded to these propositions, and Dr. Gilbert accordingly assumed the duties of president. No greater proof of the force of the man need be sought than that in his relations with the trustees he carried every point which he raised. This, in view of the fact that at that time John M. Clayton, Henry M. Ridgely, Andrew C. Gray, and men of like caliber were trustees, is truly remarkable. When he was first elected the trustees were in the habit of interfering in the government of the college. Dr. Gilbert would not accept the presidency until they retreated from this position. At the time of his second election the lottery scheme was in full operation. Not until it had been given up would he again become head of the college. He might, indeed, have claimed, with no great extravagance, to paraphase the words of the French king, "I am the college."

THE END OF THE LOTTERY SCHEME.

But what were the trustees to do in reference to the money raised by the lottery? They were not long in devising a plan by which they might secure its benefits and cleanse their consciences at the same time from moral taint. They would not accept the money immediately from the lottery managers, but would turn it over to the State treasury, and then by a special act of the legislature appropriate the identical amount to Newark College, by which it would be duly accepted and used. Thus was the lottery scheme settled. Certain plain-spoken persons boldly, though inelegantly, suggested that "this was merely whipping the devil around the stump."

AN ABLE FACULTY.

President Gilbert was supported during his second term by a faculty of unusual ability, nearly every member of which soon afterwards acquired a national reputation. There was William A. Norton, at first professor of mathematics and natural philosophy, but later president.[1] Then came Rev. George Allen to take the chair of Latin and Greek. Next in importance was Eben Norton Horsford, an itinerant lecturer on chemistry. John A. Porter was professor of rhetoric, and Dr. James S. Bell the first professor of modern languages. Francis J. Warner and Rev. Henry F. Bowen were tutors. Monsieur B. Hoffay taught French in 1842 and received $100 for his services.

[1] See sketch of his life, p. 113.

GEORGE ALLEN.

George Allen was born in Milton, Vt., December 17, 1808, and died in Worcester, Mass., May 28, 1876. He was graduated at the University of Vermont in 1827, studied law, and was admitted to practice in 1831. Subsequently he studied theology, and from 1834 to 1837 was rector of an Episcopal church at St. Albans, Vt. In 1837 he became professor of ancient languages in Delaware College. The University of Pennsylvania elected him professor of ancient languages in 1845, and subsequently of Greek alone. In 1847 he became a Roman Catholic. Prof. Allen published a "Life of Philidor," the chess-player, in 1863 (Philadelphia).[1]

JOHN ADDISON PORTER.

John Addison Porter (1822–1866), a native of New York, was graduated from Yale in 1842, and called to Delaware College in 1844, as tutor, and later became professor of rhetoric. He went abroad in 1847, and studied for three years at Giessen, under Liebig. Then he served as assistant in the Lawrence Scientific School of Harvard for a few months, and in 1850 was called to the chair of chemistry applied to the arts at Brown University. Two years later he was made professor of chemistry at Yale (now Sheffield) Scientific School, and from 1856 till his resignation in 1864 had charge of the department of organic chemistry. He married a daughter of Joseph E. Sheffield, and exerted a potent influence in securing from the latter the famous donation to the scientific school which bears his name. Prof. Porter was a member of many scientific societies, and contributed various papers to the "American Journal of Science." He established the "Connecticut War Record," and published "Principles of Chemistry" (1856); "First Book of Chemistry and Allied Sciences" (1857), and "Selections from the Kalevala, the Great Finnish Epic" (1868). The John A. Porter university prize of $250 for the best essay on any subject was established in his memory at Yale in 1871, by the Scroll and Key Society, which he founded in 1842.[1]

EBEN NORTON HORSFORD.

Eben Norton Horsford was born at Moscow, N. Y., July 27, 1818. He was graduated as civil engineer from Rensselaer Polytechnic Institute in 1838, and then assisted in the geological survey of New York. From 1840 to 1844 he taught mathematics and natural sciences in the Albany Female Academy. He was appointed lecturer in chemistry at Delaware College about 1843, at a salary of $200 a year, and was there twice or three times, and for six weeks only on each occasion. Then he studied for two years at Giessen under Liebig, and in 1847 was elected to the Rumford professorship of science applied to the arts in Harvard. He submitted to Abbott Lawrence somewhat later a plan

[1] Appleton's Cyclopædia of American Biography.

which led to the formation of the Lawrence Scientific School at Cambridge. After sixteen years of service in the school he resigned to engage in the manufacture of chemicals. The latter work has led to discoveries relating to the preparation of white bread and the restoration of phosphates that are lost with the bran in milling. "Acid phosphate," which has carried Horsford's name around the globe, is also one of his manufactures. In 1873 he was appointed one of the Government commissioners at the Vienna Exposition, and three years later was a juror at our Centennial exhibition. He has of late years shown a keen interest in Wellesley College, and has provided for the endowment of its library, for scientific apparatus, and for pensions to the faculty. In 1843 he received the degree of A. M. from Union College; in 1847 from Harvard the same degree, and from the medical college in Castleton the degree of M. D. He has been a frequent contributor to scientific journals since 1846, and in 1873 wrote a Government report on "Hungarian milling and the Vienna bread." His latest contributions have been to language and history. "Indian names of Boston," the first contribution, was followed by "Discovery of America by Northmen," "On the landfall of John Cabot in 1497, and the site of Norumbega," and "The problem of the Northmen."[1] He is engaged in an attempt to refute Justin Winsor's opinion that "though Scandinavians may have reached the shores of Labrador, the soil of the United States has not one vestige of their presence."[2]

Prof. Horsford proved himself at Delaware College a born teacher. He understood and sympathized with the boys, and even participated in their sports. Through his efforts a gymnasium was fitted up. His methods supplied material for thought and aroused a spirit of original research. For formal examinations he cared little, and substituted instead student lectures before popular audiences, composed of the villagers. He had the true spirit of university extension, for at the end of a lecture he would say to the class, "I have explained it to you; now you go and tell it to others."[3]

CHARACTER OF THE WORK, 1840 TO 1847.

May 17, 1841, the following order of recitations was adopted:

Class.	6 A. M.	11 A. M.	5 P. M.
Seniors	Prof. Norton	President Gilbert	Prof. Allen.
Juniors	President Gilbert	Prof. Allen	Prof. Norton.
Sophomores	Prof. Allen	Mr. Warner	Mr. Bell.
Freshmen	Mr. Warner	Mr. Bell	Mr. Warner.

[1] This sketch of his life was prepared from Appleton's Ency. (Art. on Horsford) and a letter from Prof. Horsford. His character as a teacher was learned from ex-President William H. Purnell.

[2] Winsor's Narrative and Critical History of America, I, 98.

[3] Professor Horsford died January 1, 1893.

This arrangement did not become popular, and before the end of the year the hours were changed to 7 a. m., 11 a. m., and 3:30 p. m.

President Gilbert, in the first report, during his second term, to the trustees speaks of the success which he had experienced in winning the patronage of various ecclesiastical bodies, "notwithstanding the bankruptcy of the times." He declares the prospects to be encouraging and that he expects from seventy-five to one hundred students during the winter of 1841–'42. This accession was followed by an improvement in many lines. The following innovations were made:

(1) The juniors were required to join the class in history.

(2) Compositions were required once in two weeks from all but the freshmen.

(3) The students were required to declaim in the oratory, three on each Tuesday and each Friday evening, beginning with the seniors and proceeding in alphabetical order.

(4) A course of lectures by the senior members of the faculty was advertised. One course was to be delivered before the students by the president. A public course of ten lectures on "English literature" was promised, for which an admission fee was to be charged. Another course was to be given on astronomy.

The principal of the academy, William S. Graham, in 1841 claimed the right, in accordance with the charter, to a seat in the faculty. His claim was admitted, and the principal of the academy was henceforth a member of the faculty. Dr. Gilbert's second term may truly be called the golden age in the history of Delaware College, because of the high character of the work done, the high tone of the students, the cosmopolitanism of the college, and the presence within its walls of such professors as Gilbert, Allen, Norton, and Horsford. The attendance, however, was much greater during the next decade.

The name "Newark College" was changed to "Delaware College" by the legislature April 4, 1843, when the college was in a flourishing condition. At that time, the majority of the students were from other States than Delaware, a proof of its excellent reputation. Of these, Maryland, by virtue of her situation, was in the lead, closely followed, however, by Pennsylvania and Virginia. New Jersey, District of Columbia, North Carolina, Tennessee, Massachusetts, and Vermont sent several representatives each. Even the Island of Cuba contributed two students. Baltimore appears to have had so much love for the institution that she at one time placed as many as 40 of her boys within its walls. Only classical students had caste. Others were scarcely regarded as students. Merit was the only road to preferment and nothing but a careful preparation insured a student admission to the collegiate department. In 1841 there was an earnest discussion by the faculty as to whether certain men should be admitted into the freshman class who were "deficient in some of the preparatory studies required for admission to college." By a close vote it was decided

affirmatively "on condition of their maintaining a good standing in the same." That the curriculum was faithfully carried out may be gathered also from the following instance: According to the faculty minutes of November 5, 1841, the request of two juniors to be excused from studying calculus "with the junior class" was granted "on condition of their 'bringing up' the mathematics of the previous college course." It was at the same time emphatically asserted that no precedent was furnished by their action, to which appeals of a like nature could in the future be made. This appears to have been the first instance of a departure from the established course in mathematics, and this was not permitted to become a precedent for appeal. Earnest efforts were made to keep in the front ranks of higher education. A committee was appointed in 1841 to examine the systems of pronunciation in the Greek and Latin languages used by the best literary institutions and to make a report thereon, in order that the best uniform system might be adopted in Delaware College.

But the seeds of the downfall of Delaware College were sown in the very climax of her prosperity. To operate a college without funds is a task before which even Hercules would have quailed. With no income, except the balance, constantly diminishing, of the State fund and the small amount derived from the tuition fees, the days of the college were numbered unless generous friends would come to her relief. None came and a reduction of expenses was necessary. The first blow was struck, as is usually the case, at the salaries of the members of the faculty. The president's salary was reduced temporarily in 1843, but in 1844 was again raised to $1,300, while the professors received but $800 and the tutors $405 per annum. July 17, 1844, a committee was appointed "to make application for the 'Regium Donum' of the late king of Great Britain."

The college agent in Virginia was instructed on November 30, 1845, to endeavor to secure scholarships at $1,500, leaving to the founder the right to name the scholarship and to designate the manner in which the incumbent should be chosen.

After 1845 orations at commencement were given only to those whose marks entitled them to stand in the first grade. The student of highest standing delivered the valedictory, the next in rank the Latin salutatory, and all others in the first grade general orations. The standing was determined solely by the recitation and examination marks.

The refectory was abolished in 1843, and thereafter the boys boarded with private families in the town. The general good order which prevailed during this period was due in a large measure to the refining influences which were thrown around the boys in their boarding houses. The social intercourse with ladies operated as does coeducation under normal circumstances.

Dr. Gilbert's second resignation seems to have been caused by a feeling that the trustees and other friends of the college were lacking in zeal and devotion to its welfare. Some of the trustees, on the other hand, believed that Dr. Gilbert had not fully redeemed his pledge to win Presbyterian patronage. The grip which Princeton at that time had on Southern patronage had been ignored. There were some who had fondly expected to see Delaware College speedily take rank among the large colleges. Whatever the causes, it is certain that the matter had been under consideration for some time, and that in March, 1847, he wrote the letter of resignation which was offered and accepted July 31, 1847.

Many friends of the college were at this time confident that the slow development was due to its location and sectarian management. One of these, a talented writer, wrote a series of letters in 1847 to the Delaware Gazette, under the *nom de plume* of "A Friend to Education," in which he describes the condition and suggests remedies. "Delaware College as it now stands can be compared to the last flickering of an expiring candle showing momentary evidences of life." He asserts that the "Delaware State bonus to Delaware college" is minus $160,000. A union with the American Literary and Military Institute, to be called Delaware University, was proposed. Newark was to be abandoned, for it is suitable, says he, for "a monastery, a friary, or a nunnery, but not for a college;" and the new university was to be established at Wilmington. This step would free the college from sectarianism, give it the rank of a university, and win for it the confidence of the United States.

THE THIRD PRESIDENT, JAMES P. WILSON.

James P. Wilson was elected president of Delaware College in 1847, immediately after the acceptance of the resignation of his predecessor.

He was the son of James Patriot Wilson, D. D., a prominent clergyman of the Presbyterian church and the grandson of Rev. Matthew Wilson, D. D., of Lewes. He was president of Delaware College until January 24, 1850, when he resigned and accepted the presidency of Union Theological Seminary, New York. Later in life he was pastor of a Presbyterian church at Newark, N. J., where he died a few years ago.[1]

The new president had the admiration and confidence of all who knew him, but the usefulness of his administration and the prosperity of the college were sadly hampered by an unfortunate wrangle in the faculty. Dr. Wilson became discouraged and resigned his office.

The faculty at that time consisted of the president, Profs. Norton, Porter, Meigs, Graham, Wallace, and Horsford. The trouble was precipitated by a sermon which Prof. Wallace preached in the Newark

[1] Penna. Mag. Hist., VIII, 50.

Presbyterian Church. The other professors claimed that he had made unjust reflections upon them, and in the next faculty meeting they not only expressed their indignation, but protested against his being allowed to conduct religious exercises at which students were present. Prof. Wallace denied the charges point-blank, but this did not end the matter. The trustees were at last compelled to interfere; two of the professors resigned, and the resignation of a third was requested. There was much sympathy with the professor of languages,[1] who was compelled by the action of the board to withdraw from the institution. Moreover, the welfare of the college was seriously impaired.

THE FOURTH PRESIDENT, WILLIAM AUGUSTUS NORTON.

William Augustus Norton (1810–1883), the learned mathematician, succeeded President Wilson, but, finding the executive duties uncongenial to his scholarly tastes, he resigned a few months later, on August 19, 1850. A native of New York, he was graduated from the United States Military Academy in 1831. He was assistant professor of natural and experimental philosophy in that institution for two years and during that time, in 1832, served in the Black Hawk expedition. He resigned his commission in the army September 30, 1833, to accept the professorship of natural philosophy and astronomy in the University of the City of New York, which he held until he was called, in 1839, to a similar position in Newark College. Upon retiring from the presidency in 1850 he was elected professor of natural philosophy and civil engineering in Brown University, and two years later accepted the chair of civil engineering in the Sheffield Scientific School of Yale, which he held until his death in 1883. The University of Vermont gave him the degree of A. M. in 1842. He made scientific researches into molecular physics, terrestrial magnetism, and astronomical physics, and published his results in the "American Journal of Science," or read them before the American Association for the Advancement of Science or the National Academy of Sciences. Of the latter he was elected a member in 1873. He published "An Elementary Treatise on Astronomy" (New York, 1839) and "First Book of Natural Philosophy and Astronomy" (1858). Noah Porter said of him: "Norton was eminently a liberal student, and kept himself fully abreast of the speculations and science of the times."[2]

THE FIFTH PRESIDENT, REV. MATTHEW MEIGS.

Rev. Matthew Meigs, principal of the academy, acted as president from August, 1850, to April, 1851. A resolution to reorganize the college and its curriculum was adopted about this time. A new charter was obtained on February 10, 1851, which reiterated the salient points

[1] I have not discovered who this professor was.

[2] Appleton's Cyclopedia, article on Norton.

in the charter of 1833 and provided, among other things, for a "normal school connected with the college for the preparation of teachers." Upon graduates of this school was to be conferred the degree of "master of school-keeping." It also provided for the imposition of a fine of $10 upon persons who knowingly sold intoxicating liquors within two miles of Delaware College to students of the college. At the same session of the legislature the trustees were authorized to establish in connection with the college a "scientific school" for such students as might not desire to pursue the regular collegiate course. This was accordingly done during the next administration and many availed themselves of its advantages.

A plan was also formulated to secure by means of the sale of scholarships an endowment of $50,000 for the support of the institution. Rev. I. W. K. Handy was elected to the chair of mathematics and authorized to act as financial agent of the college. The college fund in 1851, according to the report of the treasurer, was $21,930, an insecure financial basis upon which to operate a college successfully.[1]

THE SCHOLARSHIP PLAN OF 1851-52.

The scholarship plan provided for the sale of transferable scholarships at $100 each until the sum of $50,000 had been realized, after which the sale was to cease for five years. The originators doubtless had in view the best interests of the college; indeed, they could hardly have devised any other plan which would have brought into the depleted treasury a sum sufficient to continue the operations of the college. Yet it became the chief cause of the closure eight years later. The sale of scholarships filled the college with students and for a short time furnished the funds for its operations. As a permanent financial policy it was, however, extremely unwise, because it reduced the price of tuition to almost a nominal sum and allowed several students to attend upon the same scholarship. The tuition fee was the chief source, be it remembered, from which the college derived its sustenance. In a short time all the scholarships were sold and the money derived from them was utilized, while the number of students, nearly all of whom held scholarships, continued to increase, so that there were at one time 165 students, whose tuition for the most part had been paid some time before.

In 1857 President Newlin traveled through the State and made the following arrangements, as he reported to the trustees, with holders of scholarships:

(1) Some had donated to the college the scholarships which they held.

(2) Others had expressed a willingness to sell their scholarships to the board at reduced rates.

(3) Others consented to release the academy from receiving students on scholarships.

(4) Others had agreed to send but one student at a time.

[1] Newark, Past and Present, 45.

The board of trustees then authorized the president to secure on the best possible terms the release of the institution from receiving more students upon scholarships. It appears that certain persons had been purchasing scholarships from the original holders at reduced rates. The board therefore requested the original holders to make no disposition of scholarships except to the president of the college.

No material benefit resulted from this surface treatment of a bad case. The students increased in number, the income of the college rapidly failed, until July 6, 1858, when the assets of the institution amounted to $5,000; its liabilities, to $1,752.27. Vain were all the efforts of the trustees to buoy up the college. The number of students, diminished probably by the excitement attending the death of John Edward Roach (March 30, 1858), added to the discouragement, and on the 18th of January, 1859, it was decided to close the college. On the 30th day of March, 1859, the instructors were released from their duties and the doors were formally closed. Although there existed local ailments, to which many people attributed the closure of the college, the writer is convinced that the failure of funds and the adoption of the fatal scholarship plan closed its doors.

THE SIXTH PRESIDENT, REV. WALTER S. F. GRAHAM.

Rev. Walter S. F. Graham was elected to succeed President Meigs on April 7, 1851. A man of genial temper, attractive manners, and abundant tact, he discharged the duties of his office with credit. His health, however, was infirm, and after a long and heroic struggle with disease he died in the early part of 1854.

The Rev. W. S. F. Graham accepted the presidency on the following terms:

(1) He was to conduct the college upon his own responsibility under the existing schedule, with the addition of a scientific course, and was also to be principal of the academy.

(2) He was to employ the faculty and to pay their salaries from his own resources.

(3) The trustees were to place at his disposal the unlimited use of the college and academy buildings.

(4) The balance after the payment of all expenses was to go to the president.

(5) If the Rev. I. W. K. Handy did not accept the professorship of mathematics and the financial agency of the college, the president was to carry out alone, as far as possible, the scholarship plan.

The course in civil engineering and in agriculture met the popular demands for practical education.

Dr. Thomas B. Wilson presented to the college about this time a cabinet of natural history, consisting of 2,800 specimens. To this may be added the State cabinet transferred to the college by act of the legisla-

ture. The number of students increased so rapidly that shortly before Graham's death 185 were enrolled, of whom 90 were collegiate and 95 academic students.[1]

FACULTY, 1854.

Rev. W. S. F. Graham, president; Daniel Kirkwood, professor of mathematics and astronomy; Wm. L. Boswell, professor of Greek and Latin; Charles E. Ferris, professor of chemistry and mineralogy; Edward D. Porter, professor of natural philosophy and civil engineering; Talleyrand Grover, professor of rhetoric and modern languages; S. S. Haldeman, professor of geology, agriculture, and natural history; Wm. A. Crawford, professor of moral philosophy.

THE SEVENTH PRESIDENT, DANIEL KIRKWOOD, LL. D.

Dr. Daniel Kirkwood was elected to succeed President Graham. He was even at that early period of his career an astronomer of wide reputation. The position soon became uncongenial to him because of his great modesty and retiring disposition and, at his suggestion, in 1856, a committee was appointed to communicate with Rev. William Patton, D. D., and offer him the presidency. Dr. Patton, however, declined it. Soon afterwards Dr. Kirkwood accepted a call to the chair of astronomy and mathematics in Indiana University, and on October 16, 1856, he resigned the presidency of Delaware College.

Daniel Kirkwood was born in Bradenbaugh, Md., September 27, 1814. He was educated in York County Academy, Pennsylvania, and subsequently devoted his life to educational pursuits. He became principal of the Lancaster, Pa., High School in 1843, and of Pottsville Academy five years later. In 1851 he was made professor of mathematics in Delaware College, and in 1854 was elected president of that institution, retaining these offices until 1856. He was then called to the Indiana University, and ten years later succeeded to a similar chair in Washington and Jefferson College, Pennsylvania. In 1867 he was recalled to Indiana University, where he still remains. He received the degree of A. M. from Washington College, Pennsylvania, in 1850, and LL. D. from the University of Pennsylvania in 1852.

Prof. Kirkwood is a member of various scientific societies, and in 1851 was chosen a member of the American Philosophical Society. His many contributions to scientific literature have been published in the proceedings of societies of which he is a member, and in "the

[1] The following excerpt from a State paper of that time will show the interesting character of the graduating exercises in 1854: "The speakers all acquitted themselves with honor. The composition was good, the delivery excellent, and the manner in which they displayed their oratorical gestures showed that they were well skilled in the finer touches of the art. * * * It was remarked by the orator of Wednesday that he had attended many commencements, but never saw any to excel this in *interest.*"

Monthly Notices of the Royal Astronomical Society," "The American Journal of Science," "The Siderial Messenger," and other journals. Among these have been "Analogy between the Periods of Rotation of the Primary Planets" (1849); "Theory of Jupiter's Influence in the Formation of Gaps in the Zone of Minor Planets" (1866); and "Physical Explanation of the Intervals in Saturn's Rings" (1867). He has also published in book form "Meteoric Astronomy" (Philadelphia, 1867); "Comets and Meteors" (1873); and "The Asteroids or Minor Planets between Mars and Jupiter" (1887).

Under the administration of Dr. Kirkwood the college reached the highest point, as regards the number of students, in its history. During the scholastic year 1855–'56, 209 students were enrolled, of whom 87 were collegiate and 122 academic students.

The funds were almost exhausted, however, and there were no resources from which to render to the instructors a fair compensation for their services. The president received $1,200, the professor of English literature $600, and the other professors $800 each.

In 1855 the governor of the State was made a member *ex officio* of the board of trustees, and has continued such to this day.

THE EIGHTH PRESIDENT, REV. E. J. NEWLIN.

President Kirkwood was succeeded by the Rev. E. J. Newlin, of Alexandria, Va. The choice appears in many respects to have been an unfortunate one. Although the new president admirably represented on the platform the dignity of his position, he never succeeded either in winning the confidence of the students or in uniting the much-discouraged and inharmonious faculty. But to attribute to him the cause of the closure of the college would be a great injustice. His only relation thereto was of time. The institution would have closed inevitably under any administration whatever; for the trustees were becoming less willing to assume the responsibility of its continuation with no prospect of an endowment.

The homicide of John Edward Roach, to which popular sentiment attributes the closure, had no further connection with it than did the presidency of Rev. E. J. Newlin. It is even doubtful if the murder visibly hastened the closure. The popular mind committed the logical fallacy of false cause—"Post hoc ergo propter hoc."

THE HOMICIDE OF JOHN EDWARD ROACH.

The saddest day in the annals of the college and the town was March 30, 1858.[1] The annual exhibition of the junior and sophomore classes

[1] The sources of this sketch are Newark, Delaware, Past and Present, 45–52, which gives an account, condensed from a nearly verbatim report of the evidence offered in court; The Baltimore Sun for April, 1858; Interviews with George G. Evans, esq., the present efficient secretary and treasurer of the board of trustees, and many other reliable persons qualified to testify.

was to be given in the college oratory that evening, and John Edward Roach had been chosen to deliver an oration. He was a modest, sensitive young man, about 19 years of age, from Somerset county, Maryland, and was "generally beloved where he was known for his amiability and gentlemanly conduct." The members of the other classes, according to custom, had prepared sham programmes, ridiculing the performance, to distribute among the audience. This custom, originally of an innocent and amusing nature, had of late years developed into a medium of insult; and an unsuccessful effort had been made by the faculty to suppress it. A report, perhaps exaggerated, of the virulent character of the sham programmes reached the ears of Roach and his friends, and they determined to suppress or destroy them. On the fatal Tuesday, while the students who boarded at different places in the village were at dinner, a committee organized to destroy the programmes broke into the room of Samuel M. Harrington,[1] and found the objects of their search in his trunk. Seizing them they hastened into Anthony Higgins's[2] room and were busily thrusting the offensive papers into the heated stove when the rival factions, led by Roach and Harrington, rushed into the room. A general mêlée ensued. The burning programmes were dragged out of the stove. The carpet took fire and the room filled with smoke. Harrington, on his knees, was trying to collect the scattered papers. Roach, in the effort to prevent him, had seized his hand. At this moment Isaac H. Weaver was seen through the smoke advancing toward the two, and instantly Roach received a stab in the neck. The next instant Weaver rushed out, a scowl on his face, and was followed by Roach, dazed and bleeding profusely. Roach staggered to the door opening out upon the portico, and sat down upon the door sill; but, growing weaker from loss of blood, he sank back, with body inside the house and legs upon the portico. In a moment Dr. Couper, one of the trustees, was by his side—for the board was in session not ten yards away—vainly striving to stay the torrent of blood and to take up the severed artery. Stimulants brought a momentary revival, but the next instant Roach expired, without regaining sufficient consciousness to make his last words trustworthy testimony at the trial.[3]

Who stabbed Roach? He had no enemies; moreover college students are seldom vindictive assassins. In the mob bent upon saving the pro-

[1] Samuel M. Harrington was the eldest son of Chancellor S. M. Harrington, one of the ablest lawyers of his time in the State. He was admitted to the bar in 1861, at the age of 21. Soon he became deputy attorney-general, and in 1872 was unanimously elected city solicitor of Wilmington. He easily forced his way to the front in his profession, and died in 1878 at the early age of 38. He was one of the most popular young men ever in the State. (Scharf., Art. on Harrington.)

[2] Anthony Higgins, an eminent lawyer of Wilmington, Del., is the first Republican ever elected to the United States Senate from Delaware. He succeeded the late Eli Saulsbury, whose term expired March 4, 1889.

[3] He is said to have uttered the name "Harrington" in reply to a question as to who stabbed him. But the physicians were not satisfied that he was fully conscious, *and the value of the evidence* was, therefore, doubtful.

grammes was Isaac H. Weaver, but before reaching Higgins's room he turned aside and secured from his own room a dirk knife. Drawing it partly from the sheath he was seen rushing to the fray. A moment later he hurried back to his room, with the dirk concealed under his coat, and noticing that it had been seen, he said "Say nothing about it." Then he summoned Dr. R. G. Hudders from the village drug store, and learning from him that Roach's death was imminent, exclaimed, "My God, can't you do something for him." Hudders asked him who did it. The answer was, "I did it" or "I believe I did it." "You'll find my knife in my trunk," he continued; "go up and get it." Meanwhile intelligence had been conveyed to Mr. Rathmell Wilson, one of the trustees, that Weaver had been seen with a dirk. In company with George G. Evans, esq., Mr. Wilson went to Weaver's room and in his open portmanteau found the dirk and the bloodstained sheath, into which it had been thrust. These were handed over to the officers of the law; and I. H. Weaver, T. B. Giles, and S. M. Harrington were arrested. After the preliminary hearing on April 5 and 6, Giles and Harrington were discharged, but Weaver was remanded to prison for trial, the testimony pointing to him as the perpetrator of the homicide. He told Benesole, the constable, just after his arrest, that he did not know who did it; that he "knew neither Harrington nor Giles did it;" that "the knife was his, but he dropped it at the door and afterward picked it up again;" he added emphatically, "whoever did it, didn't intend to kill Roach."

Weaver was indicted for murder in the first degree at the next term of the court of oyer and terminer. A lengthy trial ensued, in which he was ably defended by David Paul Brown, esq., of Philadelphia, and George B. Rodney, esq., of Delaware; and was prosecuted by Attorney-General George P. Fisher and W. C. Spruance, esq., acting for the State. Although to many the circumstantial evidence seemed conclusive, the jury could not agree—since no one had seen the stabbing—that Weaver was guilty without the shadow of a doubt. Therefore they acquitted him.

Testimony was elicited after the trial which would probably have convicted Weaver. George G. Evans, esq., says that on the night of the homicide Weaver, frenzied with remorse, did not return to his room in the college, but remained with a friend in the village, to whom he confessed his guilt. His confession, coupled with the strong circumstantial evidence, leaves but little room to doubt that he perpetrated the homicide.

It is a strange coincidence that a few years later Weaver was injured in an explosion near Baltimore, and like his victim, died from the severing of the carotid artery.

Such are the facts concerning one of the most woeful tragedies in the history of American education. The presentation of these facts so many years after the principals in the tragedy have been gathered to

their fathers ought, at least, to acquit forever students who later won the unstinted confidence of their native State and prominence in the country at large. Nor is it less important to dissipate the still popular delusion that the death of Roach closed the doors of a college then without a bank account and consequently near the brink of ruin. But, this aside, it is never too late to revise distorted public opinion.

Where shall we seek the cause of this horrid event? In that college spirit truly execrable when uncontrolled by legal authority or by high moral sentiment, and which the boasted culture and elevated ethical standard of this age have not yet restrained within proper limits. There remain, however, a few institutions like the Johns Hopkins University, in which college spirit has never run wild; a few like the University of Wisconsin, which have arisen in outraged innocence and wrung from the bar of justice a legal condemnation of an overzealous spirit which claims for college students license for lawlessness and immunity from the legal consequences which flow from an abuse of citizenship and from an attack, even though made within college walls, upon those cardinal principles which society has wrought out by centuries of infinite toil and patience.

THE PERIOD OF SUSPENSION.

The closing of the college on March 30, 1859,[1] was followed by the great Civil War, which so completely absorbed the attention of the villagers, on the border between the North and the South and consequently divided in political sentiments, that the suspended college received but little consideration from its friends and disappeared from the gaze of the public. The torch of hope still burned, however, and several meetings of the board of trustees were held, at which plans for reviving the college were discussed. But nothing practical resulted, and for a period of six years and four months no meeting of the trustees was held.

The first definite step toward reorganization was taken February 19, 1867, when the board of trustees adopted resolutions asking the legislature to reorganize the institution with an agricultural department, in order that the State might avail itself of the Congressional land grant of 1862. The chief provisions of this land act are as follows:

In 1862 the Congress of the United States passed an act donating to the several States 30,000 acres of the public lands, or an equivalent of land scrip, for each of their Representatives and Senators. Delaware, having two Senators and one Representative, was entitled to 90,000 acres of land or the scrip equivalent. The object of the donation was to enable the States to establish agricultural colleges, wherein, without excluding classical and other scientific studies, and including military tactics, the leading purpose should be to teach such branches as are related to agriculture

[1] During the twenty-five years (1834–59) of its existence 454 students were enrolled and 126 graduated.

and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. The funds arising from the sale of land scrip were to be invested in State, United States, or some other safe stocks, at not less than 5 per cent interest, and the money so invested should constitute a perpetual fund, the capital of which should remain forever undiminished. To make the grant available the previous assent of the legislature was required.[1]

This assent was not given, however, until March 14, 1867. The cause of the delay was probably the want of suitable buildings for college purposes and the straitened financial condition of the State.

The trustees now saw that there would be a bright future for the institution if it could be placed under the control of the State and made distinctively a State college. "The trustees therefore proposed to convey to the State a joint and equal interest in the grounds, buildings, libraries, apparatus, and vested funds, on condition that the State should vest that income to be derived from the sale of land in a board of trustees, not more than half of whom should be representatives of the State, to be appointed by the governor, and the other half representatives of the original corporation. It was thus proposed to meet the requirements of the act of Congress by enabling the State to provide the buildings, ground, and appliances necessary to carry out its objects."[1] The legislature accepted the proposition of the trustees and Delaware College became the beneficiary under the act of Congress of 1862.

REORGANIZATION AS A STATE COLLEGE.[2]

The college was reincorporated in 1869 by the legislature under a new charter whose chief provisions were as follows: The board of trustees was to consist of thirty members, one-half of whom were to be appointed by the governor of the State, the other half to represent the old board, which is self-perpetuating. One undivided half of the buildings and grounds was to become the property of the State. The governor was to be *ex officio* a member of the board. The members of the general assembly were to distribute for the State thirty free scholarships to worthy applicants, ten to each county (one to each hundred); the appointee to be exempt from the payment of tuition fees. The institution should never be conducted in the interests of any party, sect, or denomination.

The new board organized January 22, 1869, and elected Rathmell Wilson president, John Hickman vice-president, and George G. Evans secretary and treasurer.

ACTS OF THE LEGISLATURE (1870 TO 1889).

1871.—The professor of chemistry became *ex-officio* State chemist. The number of State students was limited to ten from each county and the requirement that they be appointed annually was struck out. Later

[1] Scharf, I, 449; Laws of Delaware, XIII, 127.

[2] Report of U. S. Bureau of Education for 1867-68, 143.

In the same year an act was passed compelling the transfer to the State treasurer of all funds arising from the sale of land scrip, and the governor was directed to issue to the president of the college, upon his requisition, such arms, equipments, and military stores belonging to the State as might be required from time to time for the purpose of instruction in military tactics.

1873.—$3,000 annually for two years were appropriated to the college to establish a normal department. The department did not prove successful and the appropriation was not renewed.

1875.—The president was made *ex-officio* president of the State board of education.

1877.—The old bonds, 83 in number, amounting to $83,000, were canceled and in their place a certificate of permanent indebtedness bearing interest at 6 per cent was issued for that sum to the president of the board of trustees.

1885.—$8,000 were appropriated to enlarge the college oratory, to provide additional laboratories, and to make whatever other improvements were needed.

THE NINTH PRESIDENT, WILLIAM H. PURNELL, LL. D.

In May, 1870, William H. Purnell was chosen to preside over the new State college.

The mantle fell upon shoulders eminently worthy to wear it. A graduate of the college, he had closely identified himself with its interests early in his career, having served as trustee before its suspension. Although his first official duty as trustee was to bury his alma mater, no one was more active in her resurrection.

William H. Purnell was born in Worcester County, Md., and was graduated from Delaware College in 1846 in the palmy days of the Gilbert administration. In 1848 he began the practice of law in Maryland, and in 1850, without his solicitation, was appointed prosecuting attorney of Worcester County. Three years later he became State's attorney. In 1855, he was elected comptroller of the State treasury; in 1857 he was reëlected, defeating Bradley T. Johnson, the rival candidate. In 1859 he was nominated by acclamation and again elected to the same office.

In 1861 President Lincoln, by the advice of Governor Hicks, Montgomery Blair, Postmaster-General, and Henry Winter Davis, appointed him postmaster of Baltimore. A staunch Union man, he, after the first battle of Bull Run, raised a regiment of infantry, two companies of cavalry, afterwards increased to three, and two batteries of artillery. He took the field in person with the rank of colonel, but after six months' service he returned to the post-office and there remained until August, 1866. He was appointed assessor of internal revenue in 1867 for the third district, Baltimore. He practiced law in Baltimore from 1868 to 1870, and then accepted the presidency of Delaware College. After

his retirement in 1885 he took charge of a ladies' seminary at Frederick, Md., where he still resides. In 1874 he received the degree of LL. D. from Indiana University.[1]

He brought to his new position a well-stored and well-trained mind; a happy and peculiarly irresistible method of disciplining boys; a sympathy with the boy nature that enabled him to avoid many of the breakers upon which colleges have been wrecked; a magnetism which inspired students to the best work; and a clearness of thought and a readiness of speech that always made him master of the situation. In the words of a Newark divine, "He is an all-round man." Such a man the new State institution badly needed.

The college opened in 1870 with 22 students, which number was increased during the term to 29. The new president favored coeducation and was influential in securing, in 1872, the admission of women to the college. He rendered valuable services to the State by assisting in the creation of a public sentiment favorable to the public-school law of 1875, and by aiding the first superintendent of free schools, James H. Groves, to reduce to order the chaos which greeted the latter upon his accession to office. He assisted also in the organization of "teachers' institutes," and no figure more frequently adorned the rostrum or was greeted by the teachers with louder applause than that of the first president of Delaware College after its reorganization.

The law of 1875 made him *ex-officio* president of the State board of education, in which capacity he exercised a great influence in shaping the public-school system.

The whole number of students graduated under Dr. Purnell's administration (1870 to 1884 inclusive) was 100. Of these 25 were classical, 36 scientific, 33 literary, and 6 normal.

No material change was made in the old curriculum. The agricultural course, which had formerly been a part of the scientific course, and the literary course, which was designed to meet the needs of coeducation, were organized. The abolition of coeducation followed close upon Dr. Purnell's resignation.

In June, 1885, Dr. Purnell tendered his resignation as president of the college and John H. Caldwell, D. D., was elected to succeed him.

Up to Dr. Purnell's accession to the presidency—strictly speaking from 1834 to 1859—454 students had been enrolled and 126 graduated.

FACULTY, 1872.

William H. Purnell, A. M., president, and professor of mental, moral, and political science; Edward D. Porter, A. M., professor of agriculture, mathematics, and civil engineering; William D. Mackey, A. M., professor of ancient languages and classical literature; Theodore R. Wolf, PH. D. (Heidelberg), professor of chemistry, geology, mineralogy, and natural history; Jules Macheret, A. M., professor of modern languages

[1] Catalogue of Delta Phi Literary Society, 16.

and military science; Henry Schoenherr, instructor in German; Stiles Kennedy, M. D., lecturer on anatomy, physiology, and hygiene; James R. Rogers, M. D., tutor in mathematics and assistant in the laboratory; James L. Beggs, instructor in vocal and instrumental music; J. N. Huston, assistant librarian.

THE TENTH PRESIDENT, JOHN H. CALDWELL, D. D.

John H. Caldwell, D. D., was elected president July 13, 1885, and in the following September assumed office.

The new president was born at Spartanburg, S. C., June 4, 1820, and when 3 years old removed into Georgia, where he was brought up. He was educated at the academy in Gainesville, Ga., which was at that time a branch of the University of Georgia. In 1841 he studied law, but abandoned it for the ministry in the Methodist Episcopal Church. From 1845 to 1853 he filled various appointments in the Georgia conference. In 1854 he founded and established Andrew Female College, which is still a flourishing institution. From 1858 to 1865 he filled various appointments in the Southern Methodist Episcopal Church. In 1867–68 he was a member of the constitutional convention which was provided for in the reconstruction acts adopted by Congress. In that convention he served as chairman of the committee on education and as a member of the committee of eight appointed to revise and perfect the constitution. He was a member of the State legislature from 1868 to 1870, and was then appointed judge of the district court, which office he held until 1872. Then he moved North and joined the Wilmington conference of the Methodist Episcopal Church. He was stationed at Still Pond, Md., for three years; at Dover for three years; at St. Paul's Church, Wilmington, for three years; and at Dover for a second term of three years. In 1884 he was made presiding elder of Easton district, and in 1885 elected president *pro tempore* of the Wilmington conference. He was a member of the general conference in 1868 at Chicago, and again in 1884 at Philadelphia; in 1876 and in 1880 he was a reserved delegate. Emory College conferred upon him the degree of A. M. in 1854 and Dickinson College the degree of D. D. in 1878. After serving as president of Delaware College from September, 1885, to March, 1888, he resumed the ministerial work and was appointed to Frederica, Del.[1]

Dr. Caldwell, although a man of unchallenged ability, was well advanced in years when he assumed the presidency of the college. His position was rendered doubly trying by the fact that, as a prominent Methodist preacher he was expected to draw students from that sect, which had patronized the college but little. His earnest, conscientious exertions to fill the college with students won the admiration of its friends. But it was apparent from the first that the trustees had

[1] Dr. Caldwell kindly furnished the facts for the above sketch.

erred in electing to the presidency of a State college a preacher and a man not then in the educational current.

At the outset Dr. Caldwell failed to win certain members of the faculty to his methods. Consequently a long and bitter antagonism developed, which well-nigh overthrew discipline in the institution. Good government could scarcely be expected in a college where—to quote a student of that time—"The president and the faculty always pulled against each other."

The threatening storm broke upon the college March 22, 1887, when the president made a statement to the trustees, which he reiterated April 6, concerning his relations with certain members of the faculty. The members designated stated in reply their view of the case; and the trustees immediately resolved "that there has been no intentional wrong on either side, but that there has a been a lack of attention to the rules and by-laws of the college, and that this has caused a little dissatisfaction." They also impressed upon the president and faculty the necessity of harmony. This, however, did not end the trouble, and on June 14, 1887, the trustees requested the president and professors to resign. The resignations were immediately tendered, but on July 7 the consideration of the president's resignation was postponed until March, 1888, and the resignations of the professors until June, 1888. On March 27, 1888, the president's resignation was accepted, he having previously informed the board that the bishop of his church had appointed him to take charge of the Methodist Episcopal Church at Frederica, and that he would certainly sever his connection with the college at the close of the term. The resignation took immediate effect and Dr. Lewis P. Bush, a trustee, was elected president *pro tempore*. The balance of the faculty were retained.[1]

THE ELEVENTH PRESIDENT, ALBERT N. RAUB, PH. D.

Albert N. Raub, PH. D., was elected president of Delaware College June 19, 1888. He is a man of good administrative ability, tact, long experience in educational work, and unlimited capacity for hard work. During his administration important additions have been made to the college. An agricultural experiment station, a gymnasium, a wood-working shop, a machine shop, a greenhouse, and a new recitation hall (97 by 50 feet) have been erected. Departments in agriculture, electrical engineering, mechanical engineering, and civil engineering have been established. Grounds for athletics and for horticultural experiments have been purchased. Free scholarships can now be obtained by all students from Delaware. Instruction in military tactics has been secured by the appointment of an officer of the U. S. Army to a position in the faculty.

[1] This sketch of President Caldwell's administration has been prepared from the minutes of the trustees and the faculty.

Albert N. Raub was born in Lancaster County, Pa., March 28, 1840. He graduated in the scientific course of the State Normal School at Millersville, Pa., in 1860, and until 1866 engaged with much success in public-school work in the State. Then he was called to the chair of English literature, rhetoric, and English grammar in the State Normal School at Kutztown, Pa. He became principal of the Lock Haven public schools in 1868, and it was chiefly due to his efforts that a State normal school, of which he was chosen principal, was opened at that place ten years later. At the end of seven years, when Dr. Raub severed his connection with the school, it had sent out 310 graduates. He was principal of Newark Academy from 1885 to 1890.

Since 1865 Dr. Raub has spent many weeks of each year in lecturing before teachers' institutes in various States of the Union, and few institute workers are to-day more popular and successful. Princeton conferred upon him in 1866 the honorary degree of A. M., and from Lafayette College he received in 1879 the honorary degree of PH. D.

He has become widely known as a writer of educational text-books, of which the following is a list: "Plain Educational Talks with Teachers and Parents," published in 1869; a series of arithmetics and a series of readers, 1877–'78; "Lessons in English and Practical English Grammar," 1880; "Studies in American and English Literature," and "School Management," 1882; "Methods of Teaching," 1883, and "Practical Rhetoric," 1887. In January, 1885, he established the weekly Educational News, a sixteen-page journal, which he still edits and publishes at Philadelphia.

THE FACULTY, 1892.

Albert N. Raub, A. M., PH. D., president, professor of mental, moral, and political science; Theodore R. Wolf, M. A., PH. D. (Heidelberg), professor of chemistry, mineralogy, and sanitary science; Frederick D. Chester, M. S., professor of botany and geology; George A. Harter, A. M., professor of mathematics and physics; Charles S. Conwell, A. M., professor of Latin, Greek, and French; M. H. Beckwith, professor of horticulture and entomology; Charles L. Penny, A. M., professor of German; F. A. Weihe, M. E., professor of mechanical and electrical engineering; Frederic H. Robinson, C. E., professor of civil engineering; William H. Bishop, B. S., professor of agriculture; H. B. Eves, D. V. S., professor of veterinary science; Lieut. E. C. Brooks, Eighth U. S. Cavalry, professor of military science and tactics and commandant of cadets.

Dr. Raub took charge of a college which had suffered for want of funds during its entire history. His prospect was rendered brighter than that of any of his predecessors by the establishment, in 1888, of an agricultural experiment station. The college, including the experiment station, is the recipient of benefits arising from the passage of the Hatch bill of March 2, 1887, and the Morrill bill of 1890. The *annual income of* the college is thereby raised to about $36,000, which

will increase somewhat each year. Of this, $15,000 goes directly to the experiment station.

The number of students was increased from 16, in the year immediately preceding his election, to 29 during his first year. In 1889–'90, 82 students were enrolled; in 1890–'91, 81 students; and 97 students in 1891–'92.

SALARIES SINCE THE REORGANIZATION.

Since the reorganization the following salaries have been paid to the faculty: In 1870 the president received $2,000; the professors received $1,000 each, except the professor of modern languages, who received $600. In 1873 the president received $2,250; in 1876, $1,800, and the professors each $1,000, except the professor of chemistry, who received nothing but his fees as State chemist. In 1886 the faculty were paid the interest on the vested fund of the college (except $380) on the basis of 16 to the president and 10 to the professors. The president accordingly received $1,775.48 and the professors each $1,049.18. Now the president receives an annual salary of $1,800; each of the professors, $1,250; and the director of the agricultural experiment station, $3,000.

CURRICULUM.

The requirements for admission into the Freshman class are as follows:

The applicant must be at least 14 years of age and of good character.

I. Into the classical course: Algebra through equations of the second degree, four books of geometry, Latin grammar, Latin reader, part I, Sallust, Cæsar or Virgil, Greek grammar, Greek reader, Xenophon's Anabasis (2 books).

II. Into the Latin-scientific course: The same as above, with the omission of Greek.

III. Into the course in modern languages and sciences: The same as above, with the additional omission of Latin.

IV. Courses in engineering and agriculture: The same as No. III.

COURSES OF INSTRUCTION.

1. *Classical course leading to the degree of bachelor of arts.*[1]

Freshman class.—First term: Rhetoric, 3; algebra, 5; Latin, 5; Greek, 5. Second term: Rhetoric, 3; algebra and geometry, 5; geometrical drawing, 2; Latin, 5; Greek, 5. Third term: Civics, 2; geometry, 5; geometrical drawing, 2; Latin, 5; Greek, 5.

Sophomore class.—First term: Ancient history, 2; English classics, 2; trigonometry and surveying, 4; Latin, 4; Greek, 4. Optional: mechanical drawing. Second term: Mediæval history, 2; study of words, 2; spherical trigonometry and conic sections, 4; Latin, 4; Greek, 4. Optional: Mechanical drawing. Third term: Modern history, 2; English literature, 2; analytical geometry, 4; Latin, 4; Greek, 4. Optional: Mechanical drawing.

Junior class.—First term: Psychology, 2; inorganic chemistry, 3; higher algebra and analytical geometry, 3; physics, 2; Latin, 3; Greek, 3; German or French, 2. Second term: Psychology, 2; logic, 2; inorganic chemistry, 3; differential calculus, 3; physics, 2; Latin, 3; Greek, 3; German or French, 2. Third term: Moral science, 2; logic, 2; inorganic chemistry, 3; integral calculus, 3; physics, 2; Latin, 3; Greek, 3; German or French, 2.

Senior class.—First term: Natural theology, 2; political economy, 2; chemical laboratory, 3; sanitary science, 1; geology, 2; integral calculus, 2; German or French, 2.

[1] The figures refer to the number of hours weekly.

Optional: Latin, 2; Greek, 2. Second term: Political economy, 2; chemical laboratory, 3; sanitary science, 1; geology, 2; astronomy, 2; German or French, 2. Optional: Butler's Analogy, 2; Latin, 2; Greek, 2. Third term: International law or constitutional law, 2; chemical laboratory, 3; sanitary science, 1; astronomy, 2; German or French, 2. Optional: Latin, 2; Greek, 2.

2. *Latin-scientific course leading to the degree of bachelor of arts.*

Freshman class.—First term: Rhetoric, 3; physiology, 3; zoölogy, 3; algebra, 5; Latin, 5. Second term: Rhetoric, 3; botany, 3; zoölogy, 3; algebra and geometry, 5; geometrical drawing, 2; Latin, 5. Third term: Civics, 2; botany, 3; geometry, 5; geometrical drawing, 2; Latin, 5.

Sophomore class.—First term: Ancient history, 2; English classics, 2; inorganic chemistry, 3; botanical laboratory, 4; trigonometry and surveying, 4; mechanical drawing, 2; Latin, 4; German or French, 2. Second term: Mediæval history, 2; study of words, 2; inorganic chemistry, 3; spherical trigonometry and conic sections, 4; mechanical and architectural drawing, 2; Latin, 4; German or French, 2. Optional: Botanical laboratory. Third term: Modern history, 2; English literature, 2; inorganic chemistry, 3; analytical geometry, 4; mechanical and architectural drawing, 2; Latin, 4; German or French, 2. Optional: Botanical laboratory.

Junior class.—First term: Psychology, 2; organic chemistry, 3; mineralogy, 2; higher algebra and analytical geometry, 3; physics, 2; Latin, 3; German or French, 2. Optional: Chemical laboratory, botany. Second term: Psychology, 2; logic, 2; organic chemistry, 3; mineralogy, 2; differential calculus, 3; physics, 2; Latin, 3; German or French, 2. Optional: Chemical laboratory, botany. Third term: Moral science, 2; logic, 2; organic chemistry, 3; mineralogy, 2; integral calculus, 3; physics, 2; Latin, 3; German or French, 2. Optional: Chemical laboratory, botany.

Senior class.—First term: Natural theology, 2; political economy, 2; chemical laboratory, 3; sanitary science, 1; geology, 2; integral calculus, 2; German or French, 2. Optional: Latin, 2; studies in civil engineering, 3. Second term: Political economy, 2; chemical laboratory, 3; sanitary science, 1; geology, 2; astronomy, 2; German or French, 2. Optional: Butler's Analogy, 2; Latin, 2; studies in civil engineering, 3. Third term: International or constitutional law, 2; chemical laboratory, 3; sanitary science, 1; astronomy, 2; German or French, 2. Optional: Latin, 2; studies in civil engineering, 3.

3. *Course in modern languages and sciences leading to the degree of bachelor of science.*

Freshman class.—First term: Rhetoric, 3; physiology, 3; zoölogy, 3; algebra, 5; German, 2; French, 2. Second term: Rhetoric, 3; botany, 3; zoölogy, 3; algebra and geometry, 5; geometrical drawing, 2; German, 2; French, 2. Third term: Civics, 2; botany, 3; geometry, 5; geometrical drawing, 2; German 2; French, 2.

Sophomore class.—First term: English classics, 2; inorganic chemistry, 3; botanical laboratory, 4; trigonometry and surveying, 4; mechanical drawing, 2; German, 2; French, 2. Optional: Ancient history. Second term: Study of words, 2; inorganic chemistry, 3; botanical laboratory, 4; spherical trigonometry and conic sections, 4; mechanical and architectural drawing, 2; German, 2; French, 2. Optional: Mediæval history. Third term: English literature, 2; inorganic chemistry, 3; botanical laboratory, 4; analytical geometry, 4; mechanical and architectural drawing, 2; German, 2; French, 2. Optional: Modern history.

Junior class.—First term: Psychology, 2; organic chemistry, 3; chemical laboratory, 3; mineralogy, 2; higher algebra and analytical geometry, 3; physics, 2; German, 2; French, 2. Optional: Botany. Second term: Psychology, 2; logic, 2; organic chemistry, 3; chemical laboratory, 3; mineralogy, 2; differential calculus, 3; physics, 2; German, 2; French, 2. Optional: Botany. Third term: Moral science, 2; logic, 2; organic chemistry, 3; chemical laboratory, 3; mineralogy, 2; integral calculus, 3; physics, 2; German, 2; French, 2. Optional: Botany.

Senior class.—First term: Natural theology, 2; political economy, 2; chemical laboratory, 3; sanitary science, 1; geology, 2; integral calculus, 2; German or French, 2. Optional: Studies in civil engineering. Second term: Political economy, 2; chemical laboratory, 3; sanitary science, 1; geology, 2; astronomy, 2; German or French, 2. Optional: Butler's Analogy, studies in civil engineering. Third term: International or constitutional law, 2; chemical laboratory, 3; sanitary science, 1; astronomy, 2; German or French, 2. Optional: Studies in civil engineering.

4. *Course in civil engineering.*

Freshman class.—First term: Rhetoric, 3; physiology, 3; algebra, 5; lettering, 2; instrumental drawing, 2; German or French, 2; shop work and laboratory. Second term: Rhetoric, 3; botany, 3; algebra and geometry, 5; isometric drawing, 2; mechanical drawing, 2; steam engine, 2; German or French, 2; shop work and laboratory. Third term: Civics, 2; botany, 3; geometry, 5; perspective drawing, 2; mechanical drawing, 2; steam engine, 2; German or French, 2; shop work and laboratory.

Sophomore class.—First term: English classics, 2; inorganic chemistry, 3; botanical laboratory, 4; plane trigonometry, 4; chain and compass surveying, 2; steam boilers, 2; free-hand drawing, 2; German or French, 2; field work in surveying. Second term: Study of words, 2; inorganic chemistry, 3; spherical trigonometry and conic sections, 4; compass and transit surveying, 2; building construction, 2; descriptive geometry, 3; theoretical mechanics, 3; German or French, 2; plan and construction drawing. Optional: Botanical laboratory, 4. Third term: English literature, 2; inorganic chemistry, 3; analytical geometry, 4; public lands and city surveys and leveling, 2; building construction, 2; theoretical mechanics, 3; German or French, 2; plan and construction drawing, field work. Optional: Botanical laboratory, 4.

Junior class.—First term: Psychology, 2; chemical laboratory, 3; mineralogy, 2; physics, 2; higher algebra and analytical geometry, 3; topographical surveying, etc., 2; mechanics of materials, 3; German or French, 2; plan and construction drawing; field work. Optional: Organic chemistry. Second term: Psychology, 2; chemical laboratory, 3; mineralogy, 2; physics, 2; differential calculus, 3; hydrographic and mine surveying, 2; mechanics of materials, 3; German or French, 2; plan and construction drawing. Optional: Organic chemistry. Third term: Chemical laboratory, 3; mineralogy, 2; physics, 2; integral calculus, 3; geodetic surveying, 2; hydraulics, 3; German or French, 2; plan and construction drawing; field-work. Optional: Moral science, organic chemistry.

Senior class.—First term: Political economy, 2; sanitary science, 1; geology, 2; roofs and bridges, 3; analytical mechanics, 2; masonry construction, 2; railroad location and construction, 3; drawing, field-work. Optional: Chemical laboratory. Second term: Political economy, 2; sanitary science, 1; geology, 2; roofs and bridges, 3; masonry construction, 3; water supply and sewerage, 3; materials of construction, 3; drawing. Optional: Astronomy, 2; chemical laboratory. Third term: International or constitutional law, 2; sanitary science, 1; roofs and bridges, 3; engineering specifications and contracts, 3; materials of construction, 2; drawing; field work. Optional: Astronomy, 2; chemical laboratory.

5, 6. *Courses in mechanical and electrical engineering leading to the degree of bachelor of science.*[1]

Freshman class.—First term: Rhetoric, 3; physiology, 3; algebra, 5; lettering, 2; instrumental drawing, 2; German or French, 2; shop work and laboratory. Second term: Rhetoric, 3; algebra and geometry, 3; isometric drawing, 2; mechanical drawing, 2; anatomy of the steam engine, 2; German or French, 2; shop work and

[1] The first three years are common to both courses.

laboratory. Third term: Civics, 2; geometry, 5; perspective drawing, 2; mechanical drawing, 2; anatomy of the steam engine, 2; German or French, 2; shop work and laboratory.

Sophomore class.—First term: English classics, 2; inorganic chemistry, 3; plane trigonometry, 4; steam boilers, 2; free-hand drawing, 2; mechanical drawing, 1; German or French, 2; shop work and laboratory. Second term: Study of words, 2; inorganic chemistry, 3; spherical trigonometry and conic sections, 4; descriptive geometry, 3; mechanics, 3; German or French, 2; shop work and laboratory. Third term: English literature, 2; inorganic chemistry, 3; analytical geometry, 4; mechanics, 3; elements of machine design, 2; German or French, 2; shop work and laboratory.

Junior class.—First term: Psychology, 2; higher algebra and analytical geometry, 3; physics, 2; kinematics, 2; mechanics of materials, 3; machine design, 2; physical laboratory, 2; shop work and laboratory. Optional: German, French, and chemical laboratory. Second term: Psychology, 2; differential calculus, 3; physics, 2; kinematics of machinery, 2; mechanics of materials, 3; machine design, 2; physical laboratory, 2; shop work and laboratory. Optional: German, French, chemical laboratory. Third term: Integral calculus, 3; physics, 2; hydraulics, 3; kinematics of machinery, 2; machine design, 2; physical laboratory, 2; shop work and laboratory. Optional: Moral science, German, French, chemical laboratory.

Mechanical engineering.

Senior class.—First term: Political economy, 2; roofs and bridges, 3; analytical mechanics, 2; steam-engine design, 2; valve gears, 2; thermodynamics, 4; shop work and laboratory. Optional: German or French. Second term: Political economy, 2; steam-engine design, 3; graphical statics of mechanism, 3; mechanics of machinery, 4; steam engineering, 3; mechanical laboratory, 2. Optional: German or French. Third term: International or constitutional law, 2; steam-engine design, 2; graphical statics of mechanism, 2; mechanics of machinery, 4; steam engineering, 4; mechanical laboratory, 2.

Electrical engineering.

Senior class.—First term: Political economy, 2; theory of electricity, 3; analytical mechanics, 2; steam-engine design, 2; valve gears, 2; thermodynamics, 4; shop work and laboratory. Optional: German or French. Second term: Political economy, 2; steam-engine design, 3; graphical statics of mechanism, 3; electrical machinery, 4; steam engineering, 3; electrical laboratory, 2. Optional: German or French. Third term: International or constitutional law, 2; steam-engine design, 2; graphical statics of mechanism, 2; applied electricity, 4; steam engineering, 4; electrical laboratory, 2.

Course in agriculture, leading to the degree of bachelor of agriculture.

Freshman class.—First term: Rhetoric, 3; physiology, 3; algebra, 5; Latin, 5; zoölogy, 3; agriculture, 2; shop work. Second term: Rhetoric, 3; botany, 3; algebra and geometry, 5; instrumental drawing, 2; Latin, 5; zoölogy, 3; agriculture, 2; shop work. Third term: Civics, 2; botany, 3; geometry, 5; Latin, 5; instrumental drawing, 2; agriculture, 3. Shop work or laboratory.

Sophomore class.—First term: English classics, 2; ancient history, 2; inorganic chemistry, 3; botanical laboratory, 4; trigonometry and surveying, 4; German or French, 2; horticulture, 2; free-hand drawing, 2. Optional: Latin. Second term: Study of words, 2; mediæval history, 2; inorganic chemistry, 3; botanical laboratory, 4; spherical trigonometry and conic sections, 4; German or French, 2; horticulture, 2. Optional: Latin. Third term: English literature, 2; modern history, 2; inorganic chemistry, 3; botanical laboratory, 4; mathematics, 4; German or French, 2; agriculture, 4. Optional: Latin.

Junior class.—First term: Psychology, 2; organic chemistry, 3; mineralogy, 2; chemical laboratory, 3; physics, 2; German or French, 2; agriculture, 5. Optional: Latin. Second term: Psychology, 2; logic, 2; organic chemistry, 3; chemical laboratory, 3; mineralogy, 2; physics, 2; German or French, 2; agriculture, 3; horticulture and landscape gardening, 2. Optional: Latin. Third term: Moral science, 2; logic, 2; organic chemistry, 3; chemical laboratory, 3; mineralogy, 2; physics, 2; German or French, 2; agriculture, 3. Optional: Latin.

Senior class.—First term: Political economy, 2; sanitary science, 1; geology, 2; comparative anatomy, 3; entomology, 3; veterinary science, 3. Optional: Latin. Second term: Political economy, 2; sanitary science, 1; geology, 2; stock-breeding, 4; meteorology, 3; veterinary science, 3; agricultural discussion, 1. Optional: Latin. Third term: International or constitutional law, 2; sanitary science, 1; mycology, 2; stock-feeding and dairying, 4; agricultural review, 2; agricultural essays. Optional: Latin.

LITERARY SOCIETIES.

The college is essentially Southern in the prominence it gives to forensic discussion. No feature has proved more popular than the literary exercises, which differ but little from those of literary societies in the average college. Economic, historical, and political questions are discussed, and parliamentary order is strictly enforced. Each of the two societies now in existence has a comfortable hall and a small library. Exercises are held every Saturday morning during the scholastic year.

There are no Greek-letter fraternities in the college. Consequently, the two literary societies, the Delta Phi and the Athenæan, monopolize the interest of the students. The rivalry between these societies has been somewhat like fraternity spirit in many colleges. It has long been an open question as to which society was founded first. According to the catalogues, the constitution of the Delta Phi was adopted January 12, 1835, and that of the Athenæan February 4, 1835.

Established almost simultaneously with the college, they are inextricably interwoven with its historic career. In membership the rival societies were almost side by side when the first Athenæan catalogue was issued, December 21, 1853, the Delta Phi having outnumbered its rival only one in the aggregate since 1835. Of late years, however, the Delta Phi has forged far ahead, and during the year 1888–89 stood to it in point of numbers in the relation of 6 or 7 to 1. Seldom does a student go through the college without joining one of these societies.

The Pestalozzi Literary Society, composed exclusively of young ladies, was organized November 10, 1876, four years after the adoption of coeducation, through the exertions of the 9 young ladies, then students in the college. Its object was to arouse the female students to interest in literary pursuits. A room, allotted them by the president of the college, was suitably furnished by the society, and once a week a literary and social programme was rendered. A well-chosen library, consisting of about 150 volumes, had been collected, when the abolition of coeducation, June 24, 1885, terminated the existence of the society.

JOURNALISM IN THE COLLEGE.

Two scarcely successful efforts have been made to conduct a college paper.

The Delaware College Advance came into existence soon after the reorganization; but in 1874 the students were compelled to petition the trustees for financial aid to revive the dying journal. The sum of $50 was allotted them, but this provided only temporary relief, and death soon overtook the Advance.

A second attempt was made in September, 1882, when the Delaware College Review was issued, under the editorial management of Horace Greeley Knowles, then a junior, but under President Harrison consul to Bordeaux, France. An interesting sheet it proved until the misfortunes of the college compelled it also, two years later, to suspend operations. It has lately been revived and the first number was issued in January, 1890.

ALUMNI AND DISTINGUISHED STUDENTS.

The total number of graduates from the founding of the college to 1850 was 77, all of whom were classical students; from 1850 to 1859, 49, of whom 30 were classical and 19 scientific. During the administration of Dr. Purnell 100 were graduated; 25 of whom were classical, 36 scientific, 33 literary, and 6 normal. From 1885 to 1892, inclusive, there were 44 graduates. The total number of graduates to 1892, inclusive, is 270.

Although the following list of students who have won distinction is not exhaustive, it shows that the college has sent out many noted men:

Dr. D. Hayes Agnew, the famous surgeon and medical writer.

George R. Riddle, United States Senator, 1864–67.

Willard Saulsbury, United States Senator, 1859–71; chancellor of Delaware 1873–1892.

Anthony Higgins, United States Senator, 1889– —.

James R. Lofland, Congressman from Delaware, 1872–74.

Edward L. Martin, Delaware's Representative in the Forty-sixth Congress.

William G. Whitely, associate judge of Delaware.

Edward G. Bradford, an eminent lawyer and judge.

John H. Paynter, associate judge of Delaware.

Gove Saulsbury, M. D., governor of Delaware, 1866–70.

Rev. John W. Mears, professor of philosophy in Hamilton College, New York; nominated for Congress in 1871, and later for the governorship of New York by the Prohibitionists; author of many books.

William H. Purnell, LL.D., president of Delaware College, 1870–85.

Nathaniel F. C. Lupton, president of University of Alabama, 1871–74; author of "Lupton's Scientific Agriculture."

Edward S. Joynes, professor of modern languages and literature in the College of South Carolina.

William F. Causey, secretary of state of Delaware, 1883–87.

John G. McCullough, attorney-general of California, 1863–67; vice-president of the Panama Railroad.

George W. Bagley, M. D., editor of Lynchburg (Va.) Daily Express (1853); editor of the Richmond Whig after the war; a frequent contributor to Harper's Magazine, Atlantic Monthly, Lippincott's Magazine, under the title of "Moses Adams"; also historian of Virginia.

James H. McNeill, secretary of the American Bible Society.
Rev. George McNeill, editor of the North Carolina Presbyterian.
Capt. Alexander McRea, the hero of Valverde.
Rev. Allen Wright, chief of the Choctaws.
Dr. Epher Whitaker, author of "History of Southold," Long Island.
Gen. Adam E. King, consul-general to Paris, 1890— ——.

COEDUCATION, 1872–1885.

Coeducation was adopted at Delaware College in June, 1872, two years after the reorganization; and after a successful career of thirteen years was abolished, June 24, 1885, by a vote of 13 to 8; 10 of the trustees being absent from the meeting.

During this period 81 young ladies were matriculated and 37 were graduated. Of the 37 graduates, 27 took their degrees in the literary, 4 in the normal, 3 in the classical, and 1 in the scientific course.

In the distribution of honors the young ladies by superior scholarship carried off more than their proportionate share. Their deportment was exemplary. The young men of the college were never more studious and orderly than during the period of coeducation.[1] Moreover, their number was greater than ever before during the same length of time.[2]

It was rumored that the abolition of coeducation was largely due to an impression that the presence of females deterred certain males from entering the college. At any rate, in the face of the above facts and the trend of the times, the trustees of a small college, sadly in need of students, presumed to bar the door of higher education in Delaware against woman.

The writer steadfastly believes, with Ex-President Purnell, that "the college will have to throw open its doors again to woman." President Caldwell in 1887 recommended it, and the governor of the State from 1887 to 1891, Benjamin T. Biggs, in a speech at the Commencement of 1889, called the abolition of coeducation "a burning shame," and declared that "coeducation must again be adopted."

LIBRARY.

July 9, 1834, an appropriation of $1,000 was made by the trustees to purchase a library and philosophical apparatus.[3] After the purchase of the books the following curious rules for the use of the new library were adopted:

1. The library shall be open on Saturday from 12 to 1 o'clock.
2. Students over 14 years of age may have the privilege of the whole of the library; those under 14 of the publications of the *Sunday School Union*[4].

[1] Catalogue of Pestalozzi Literary Society.

[2] The writer has this statement from Ex-President Purnell.

[3] The following sources were used: Minutes of the faculty and trustees; American Almanac, 1838–1845.

[4] The italics are the writer's. It should be remembered that there was at this time an academic department, in which many of the students were mere lads.

3. The time beyond which books shall not be kept out shall be as follows: Duodecimo, one week; octavo, two weeks; quarto or folio, four weeks.

4. The fines for keeping books beyond the time shall be, for 12mo., 12½ cents; 8vo., 25 cents; for quarto or folio, 50 cents per week; for grease spots, 6¼ cents for the smallest, and above that at the discretion of the librarian; for scribbling with pencil, 12½ cents; with ink, 25 cents; for tearing or cutting a leaf without removing it, 12½ cents; removing blank leaf, 12½ cents; printed leaf, 50 cents; for tearing or breaking the cover or defacing, from 6¼ to 50 cents, at discretion of librarian. A book lost to be replaced.

All praise to the students, few as they must have been, who had the bravery and the persistence to become readers in the face of such cast-iron rules. The meagerness of the library received repeated condemnations from President Mason, in 1839 and in 1840. He told the trustees, "It is believed that there are few colleges in the country so meagerly provided in this respect as our own, and yet it is obvious no college can rise to a high degree of reputation with an inferior library." Cases were cited in which they had lost students through the inferiority of the library.

The library contained 600 volumes in 1838; 900 in 1839; 1,200 in 1840. In 1841 books to the value of $75 and 250 duplicates of books in the State library were added, and 200 volumes were set off as the foundation of a library for the academy. President Gilbert said about this time, "Large additions will, however, yet be necessary before it will be adequate to the wants of the college." In 1842 the library contained 3,500 volumes; in 1846, 3,600, and in 1853 about 7,000 volumes. It was ordered on November 26, 1878, that one-half of all matriculation fees in future be placed in the library fund.

Since that date valuable books have, from time to time, been added, but not in sufficient numbers to give to the library the claim of offering to the student a good bibliography of many subjects. Here and there the visitor finds a volume valuable because of its age or scarcity. Antique Greek and Latin texts are found, and in the library of the Delta Phi Society is a copy of Calvin's Christian Institutes, from the Geneva press, 1585.

Now that the institution has been placed upon a firm financial basis this weakness should receive due consideration and the college be as well equipped with this indispensable factor to success as are other colleges.

President Mason's words of 1839, "The standard of learning in a college depends much more than is generally supposed on the character of its library," still present to the trustees food for serious reflection.

THE AGRICULTURAL EXPERIMENT STATION.

The experiment station provided for the State of Delaware by the provisions of the Hatch bill is made a department of Delaware College.

When Congress, in February, 1888, made the necessary appropria-

A CORNER IN THE BOTANICAL LABORATORY.

AGRICULTURAL EXPERIMENT STATION.

tions to the various stations to carry into operation the provisions of the original bill, the trustees of Delaware College proceeded to establish the Delaware College Agricultural Experiment Station. February 21, 1888, steps were taken to appoint a director and to select a suitable location for the station. At the same time the Secretary of the National Treasury was notified that Delaware College was the only agricultural college in the State, being the sole recipient of the benefits of the land grant bill of 1862, and was therefore entitled to the advantages accruing from the Hatch bill.

In May, 1888, George D. Purington, PH. D., of Missouri, was appointed director of the station and professor of agriculture in the college.

The station was then located on the eastern side of the campus, within a few feet of the college building.

The laboratory is a brick structure 43 feet by 27 feet, planned and erected for carrying on investigations in the field prescribed by the Hatch bill. It is two stories high, and each floor is fitted with the most modern apparatus for the proposed investigations. Good reference libraries are provided. The standard American, English, German, and French journals are regularly taken, and in every respect the station is prepared to do work of a high order. A large farm has been secured, temporarily, near the town, and the experiments of the laboratory are supplemented by experiments in the field.

The staff of the station are devoting themselves to an investigation of the nature of the ills from which the agricultural element of the State suffers, and much benefit is expected to result from their labors. The staff as now organized consists of Arthur T. Neale, PH. D., director, who succeeded Dr. Purington in March, 1889; Frederick D. Chester, M. S., botanist; M. H. Beckwith, horticulturist and entomologist; Charles L. Penny, A. M., chemist; William H. Bishop, B. S., agriculturist and meteorologist; and H. P. Eves, D. V. S., veterinarian.

Arthur T. Neale, PH. D., is a graduate of Wesleyan University and was a student for three years in Germany. For several years he was chemist of the New Jersey Agricultural Experiment Station, where he did a great variety of useful work. His experiments concerning the sorghum industry are especially noteworthy.

Prof. F. D. Chester is a graduate of Cornell University and has been at Delaware College since 1882. He is a persistent and successful student of the geology of Delaware and has contributed many excellent articles [1] to the scientific journals on the Quaternary history of the Delaware and Maryland peninsula and the general geology of Delaware.

[1] Contributions to the Quaternary History of the Delaware and Maryland Peninsula, by F. D. Chester: "Bowlder Drift in Delaware," American Journal of Science, January, 1883; "Stratified Drift in Delaware," American Journal of Science, June, 1883; "The Quaternary Gravels of Northern Delaware and Eastern Maryland," American Journal of Science, March, 1884; "The Quaternary Gravels of the Southern Delaware Peninsula," American Journal of Science, January, 1885.

The General Geology of Delaware: "Preliminary Notes on the Geology of Dela-

BEQUESTS, ENDOWMENTS, AND INCOME.

The history of Delaware College, to the confusion of its professed friends, discloses the fact that with one exception it has never received an important contribution, endowment, or bequest.

Benjamin Naglee, in 1856, bequeathed to the college property which the trustees refused to sell for less than $5,000. Not until 1877 did the property finally yield any return, and the whole amount realized, after the deduction of expenses, was the paltry sum of $800.

Delaware College received under the land grant from the General Government by act of Congress of July 2, 1862, $83,000, for which a certificate of indebtedness is held from the State of Delaware, drawing interest at the rate of 6 per cent per annum. The annual income from this source is $4,980. According to the provisions of the Hatch bill, under which the Agricultural Experiment Station was established, Delaware College receives annually the sum of $15,000 from the Treasury at Washington. From each boarding student, except such as hold scholarships, somewhat more than $90 annually for tuition, room rent, etc., is received. The annual income of the college was, therefore, somewhat more than $20,000 when the passage of the Morrill bill, in 1890, raised it to $36,000. This sum will increase somewhat each year.

CONCLUSION.

The only college in Delaware has a pleasant situation, a fair income, a good faculty, and distinguished alumni. Why, then, have so few students been enrolled? The answer is not far to seek. She has of late years been occupied in justifying her right to existence, for a goodly number of people hold that Delaware does not need and can not support a college. The survival of the fittest is as righteous a law in education as in biology. Lying midway between the universities of the North and of the South, Delaware College has seen her boys led away willing captives by stronger institutions. Powerless to stay them, she has ever wanted funds wherewith to cover her nakedness. Sometimes friends have warned her to beware the costly sacrifice of scholarship to popularity. In silence she has pointed to her poverty. Now, however, the dark clouds of financial embarrassment have been scattered and we are soon to see what use she will make of newly gotten gains. We shall note the steps

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ware," Proceedings of the Philadelphia Academy of Natural Sciences, August, 1884; "A Review of the Geology of Delaware," paper read at meeting of the American Association for Advancement of Science, September, 1884; "Chapter on the Geology of Delaware," in Macfarlane's Geological Handbook of the United States.

Geology and Petrography of the Gabbros in Delaware: "The Gabbros and Amphibole Rocks of Delaware," Proceedings of the Ann Arbor Meeting of the American Association for the Advancement of Science, September, 1885; The Gabbros and Amphibole Rocks of Delaware, illustrated by maps and figures of rock sections (published by the U. S. Geological Survey, Washington, D. C.).

by which she compels the academies to abandon their sometime just boast of rivalry and makes them feeders. True, $36,000 a year will not satisfy growing needs, and should be supplemented by generous donations from friends; but this sum, at least, insures immediate prosperity.

The number of students, which has greatly increased during the present administration, must not be suffered to diminish. But to retain them the curriculum should be enlarged as well as elevated. Additional scientific and technical courses have recently been opened to attract agricultural patronage. Courses in history, political science, and political economy should be added for the sake of those preparing for law, journalism, and genuine citizenship.

But her ideal should not be a great university; for the realization is forbidden by her remoteness from libraries, small endowment, and geographical situation. Were she to attempt it she would at once be crushed, as between an upper and nether millstone, by Princeton and Johns Hopkins, whose endowments are reckoned by millions, not thousands of dollars. She can nourish no ambition more honorable than to be an excellent college. Let her not indulge at present the hope of an annual roll-call of 500 or 600 students, as the governor of the State at the Commencement of 1889 seductively whispered into her ear. Rather may she find salvation in the noble work of preparing for good citizenship those whom fitness, preference for a small college, or lack of funds debars from the great universities.[1]

[1] The first draft of the chapter on Delaware College was prepared in 1889. The author trusts that in subsequent revisions he has omitted no important event that has happened since that time.

CHAPTER X.

PUBLIC EDUCATION.

BACKGROUND.

The history of public education in Delaware does not begin before the closing years of the eighteenth century. But there is ample evidence that Delaware during the gloom and want of the Revolutionary period had a fair share of educated as well as brave men. George Read, Cæsar Rodney, and Thomas McKean were intimately associated with the best educated people in the land and appended to that famous document of July 4, 1776, the names of educated men. The intelligence of Delaware was well known throughout the country, and was notably recognized by Congress in June, 1776, in the selection of John Dickinson and Thomas McKean as members of the committee of twelve appointed to draft the Articles of Confederation. These distinguished men, however, were educated in private schools or by private tutors.

There is no doubt that the importance of public education was appreciated before the close of the Revolution, but the times did not permit its establishment. The long and bloody conflict not only made sad havoc in the population of the State, but so exhausted her resources that to expend money for educational purposes was out of the question. Moreover, she was burdened by a large debt, and the returned veterans were awaiting reimbursement. It is difficult in the midst of our prosperity to realize the condition of the Commonwealth one hundred years ago. The poor and neglected lands yielded but scanty returns. The uninhabited sections were not taxed. Mechanical pursuits were almost abandoned, commercial enterprises had scarcely begun; and yet the State, with great courage, undertook to educate the masses.[1]

EARLY LEGISLATION.

State aid to education in Delaware was first rendered in 1744 by an act of the assembly, ratifying all conveyances of lands or houses for

[1]This chapter has been prepared chiefly from the State laws and educational reports. Groves's pamphlet on the History of Free Schools in Delaware has also proved useful. The population of Delaware in 1790 was 59,096, and the taxable property was valued at $64,787,223. (Barnard's Journal of Ed., XXIV, 239.)

educational purposes.[1] The second step was taken in 1772, when a lot of land in New Castle was granted for a school. Twenty years later, in the constitution of 1792, the people charged their legislators to provide "for establishing schools and promoting the arts and sciences."

The general assembly responded on February 9, 1796, by passing the first act for the establishment of public schools. This provided that all money accruing from marriage and tavern licenses, from 1796 to 1806, should be appropriated as a fund for the establishment of public schools. The State treasurer was constituted temporary trustee, and was authorized to receive gifts, donations, and bequests from individuals. When the money amounted to a sufficient sum he was to invest it in shares of stock of the Bank of Delaware, the Bank of the United States, the Bank of Pennsylvania, and the Bank of North America, and with the dividends arising therefrom to purchase other shares. The entire fund was then to be applied to the establishment of schools in the hundreds of the counties "for the purpose of instructing the children of the inhabitants thereof in the English language, arithmetic, and such other branches of knowledge as are most useful and necessary in completing a good English education." But this fund could not be applied "to the erecting or supporting any academy, college, or university in this State."

The act of 1796 was supplemented January 24, 1797, by a clause which ordered the trustee to sell the three shares of stock of the Bank of Delaware which he had already purchased, and to subscribe for bank shares reserved for the State. It was also enacted that the money arising from marriage and tavern licenses should first be applied to the payment of the chancellor and judges and the remainder appropriated for the establishment of schools. The money applied to the payment of the chancellor and judges was to be replaced by the sale of vacant lands in the State and by money accruing to the State from arrearage taxes.[2] In

[1] The preamble of the act referred to reads as follows: "Whereas sundry religious societies of people within this Government, professing the Protestant religion, have, at their own respective costs and charges, purchased small pieces of land within this Government, and thereon have erected churches and other houses of religious worship, schoolhouses, * * * and have * * * attempted to deprive the people in possession of the use of 'the house of worship,' etc. * * * For remedy whereof, and for the better securing the several religious societies in the quiet and peaceable possession of their churches, houses of worship, schoolhouses, almshouses, and burying-grounds. * * *

"*Be it enacted*, * * * That all gifts, grants, or bargains and sales, made of lands or tenements within this Government, to any person or persons in trust for societies of Protestant churches, houses of religious worship, schools, almshouses, and burying-grounds, or for any of them, shall be, and are thereby, ratified and confirmed to the person or persons to whom the same were sold, given, or granted," etc.

Taken from Laws of the Government of New Castle, Kent, and Sussex upon Delaware. Printed by B. Franklin and D. Hall; Wilmington, 1763; 272 *et seq.* These will be found in the Charlemagne Tower collection in the library of the Pennsylvania Historical Society at Philadelphia.

[2] Laws of Delaware, II, 1352 *et seq.*; VI, 327.

1806 it was enacted that the act of 1796 and the modifying act of 179[illegible] should continue in full force until January 1, 1820. In 1823 the legis — lature ordered that the school fund which had accumulated from the sources named should be deposited in the Farmers' Bank.

The establishment of a school fund in Delaware dates, therefore, from [illegible] 1797. Governor Cochran, in his message to the general assembly o[illegible] 1877, remarks:

> That was, as it may seem to us now, a day of small things; yet with a steadines[illegible] of purpose under great discouragement, which we can not too much honor, the invest—— ments of these small sums were faithfully made from year to year, until at lengt[illegible] a fund was accumulated yielding an income adequate to commence the work of [illegible] more general education.

The first draft on the fund was made on February 6, 1817, when a[illegible] act was passed appropriating to each county $1,000 to furnish instruc - tion to the children of poor parents in reading, writing, and arithmetic. The general assembly appointed trustees to disburse these amounts i[illegible] the several hundreds and to report from time to time the number of children and the state of the schools. The act was enforced for several years, but never won popularity because it drew a hard and fast line between the poor and the rich.[1]

A few schools were organized and the way was opened for further improvement, but such a widespread discontent prevailed that the school fund, which was popularly called "a poor children's fund," was in danger of being diverted from its legitimate channel. Governor Cochran, in the message referred to above, says:

> It is not surprising that a provision which invited an independent people to have their children schooled as paupers proved a failure. Perhaps the best fruit of this effort was that it excited a widespread discontent, which served to quicken interest in the subject; provoking discussion, and stimulating to an earnest effort for a better matured and more efficient system.

THE ORGANIZATION OF SUNDAY SCHOOLS.

The organization of Sunday schools in Delaware is noteworthy in this connection. The idea first promulgated by Robert Raikes, that poor children should on Sunday be taught to read by paid teachers, was strictly carried out in the organization of Sunday schools under an act passed February 3, 1821, providing that every school instituted in the State for the education of children on the Sabbath day should be entitled to receive from the treasurer a sum of money not exceeding 20 cents for each white scholar enrolled. Under this act, in 1829, nineteen schools were established, which received in the aggregate $224.09. The law has been amended so that each of the three counties now receives $500 toward the maintenance of Sunday schools.[2]

[1] Laws of Delaware, v, 251.

[2] Scharf, i, 445.

THE DECADE BEFORE THE LAW OF 1829.

In 1821 an effort was made to blot out the indignity offered to the self-respect of a "high-spirited and brave people" by the act of 1817. It was enacted—

> That for each and every white child taught at any incorporated school or any other regular English school within this State, and for whose tuition the teacher could not in any other way receive compensation by reason of the indigence of such child, the teacher should receive $1 per quarter, or $4 annually, to be paid out of the unappropriated money in the school fund established for schools; and no one teacher should be paid for more than twenty children during each year.

This act merely added to the unpopularity of the scheme. The fund received the significant title of "pauper's fund," and the children who embraced its benefits became the butt of ridicule for their more fortunate companions.

Governor Collins, in his message of 1822, says:

> The charitable nature of the appropriations and the benevolent views with which they are made command our esteem, but it is wisdom to consider that the general purposes of education in which the whole community are interested, demand more than our school fund can afford, and that duty therefore requires that no part of it should be diverted from its legitimate course.

Subsequent governors followed the initiative of Governor Collins. Governor Rodney in 1823, Governor Thomas in 1824, Governor Paynter in 1827, and Governor Polk in 1829, called attention to the subject in their messages to the general assembly, and advised the establishment of a genuine system of public education.

Thirty-two years had elapsed since "the marriage and tavern license" school fund had been created, and it now amounted in the aggregate to $151,643.42. The annual income for educational purposes at this time was $9,255.50.[1] This fund should be used, Governor Polk thought, "to induce voluntary contributions from the people adequate to supply its own deficiency, or if it can by any means be so applied as to give a successful impulse to a system of general instruction throughout the State it will answer the end anticipated from its establishment." To him it seemed that no form of popular education could be successful unless State aid was rendered subservient to individual effort.

Since the will of the people usually focalizes in the executive of the democracy, the above quotations from gubernatorial messages show the rising interest in education.[2] The masses had begun to clamor in no uncertain voice for enlightenment, and public education had at last taken rank among leading issues of the day. Its champions, though

[1] This was derived from the following sources: Annual dividend on 2,439 shares of stock in Farmers' Bank, or $121,950 at 5 per cent, $6,097.50; annual dividend on 37 shares of stock in Bank of Delaware, at $20 per share, $740; annual dividend on 32 shares of stock in Bank of United States, at $6.50 per share, $208; proceeds of marriage and tavern licenses, $2,210. Total, $9,255.50. (See American Annual Register, 1829.)

[2] See gubernatorial messages in Journal of House of Representatives, especially vol. II.

sometimes misguided, were always sincere, as appears from the passage of a law in 1826 making the burning of a schoolhouse felony and rendering the perpetrator of the deed liable to a fine of not less than $500 nor more than $6,000.[1]

But education had one friend as wise as he was sincere. Willard Hall, in 1822, formulated a plan which served as the basis of the law of 1829, and finally won for him the the title of founder of the free school system of Delaware.

WILLARD HALL.

Willard Hall (1780–1875) was born in Massachusetts, December 24, 1780. He was a student at Harvard with Horace Binney, William Ellery Channing, Joseph Story, and Lemuel Shaw, and was graduated in 1799. He studied law under Judge Samuel Dana, and in 1803, upon the advice of James A. Bayard, he came to Delaware, where he lived until his death, in 1875. He was secretary of state from 1811–1814, and was again appointed in 1821. He was elected to the State senate in 1822, and the following year President Monroe appointed him district judge of the United States for Delaware, an office which he held for the long term of forty-eight years, retiring in 1872 at the age of 91. He was a member of the constitutional convention in 1831, and in 1829 revised the State laws, and published them as "Laws of Delaware to 1829, inclusive" (Wilmington, 1829).[2]

Willard Hall writes that when he settled at Dover in 1803,

> There was then no provision by law in the State for schools. Neighbors or small circles united and hired a teacher for their children. There were in some rare places schoolhouses. * * * The teachers frequently were intemperate, whose qualification seemed to be inability to earn anything in any other way. A clergyman who had some pretensions as a scholar, but had been silenced as a preacher for incorrigible drunkenness, stood very prominent as a teacher. In the best towns it depended upon accident what kind of a teacher they had. * * * But even in the best neighborhoods teachers of the young frequently were immoral and incapable; and in the country generally there was either a school of the worst character or none at all.[3]

When Willard Hall became secretary of state under Governor Collins he found the friends of education discouraged at the failure of the law of 1817 to furnish a satisfactory incentive to the growth of free schools. He at once originated, and Governor Collins presented to the general assembly with great force of reason, what in principle and outline remained for fifty years the school system of Delaware. After founding this system Willard Hall became its ever-watchful guardian and superintendent. His interest was not relaxed, his aid not withheld, until just before his death he saw the passage of the law of 1875. In 1829 the general assembly recognized him as the most competent

[1] Laws of Delaware, VI, 715.

[2] Appleton's Cyclopædia.

[3] Barnard's Journal of Education, XVI, 129.

man to reduce to a system the outlines he had suggested in 1822 by inviting him to mature his plan in detail and embody it in a statute.

Thus was produced in 1829 the free-school law of Delaware.

THE FREE SCHOOL LAW OF 1829.

SYNOPSIS.

Division of the State into school districts.—The levy court appointed five commissioners in each county to divide it into school districts. In making the division "it shall be a general regulation to form each district so that the most remote parts should be 2 miles, or about that distance, from the center, except districts comprehending a town, which may be of such dimensions as shall be just, having respect to the size of town or towns." Furthermore, they were to ascertain the number of schools in operation, the number of scholars taught therein, the several sums paid to the teachers, and to form an estimate of the number of children in each district between 5 and 21 years of age. The commissioners of each county were to form a board, with authority to review their proceedings as commissioners and to alter or form the bounds of any district.

Annual school meetings.—The school voters in each district were privileged to hold a stated meeting every year, on the second Monday of October, at 1 o'clock in the afternoon, at the schoolhouse or any place designated by the levy court, to elect, by ballot, a clerk and 2 commissioners. They were to determine in the same manner how much money was to be raised by subscription or voluntary contribution "for the support of a free school" in the district. Every resident in the district having a right to vote for representatives in the general assembly was also a school voter of said district.[1]

Duties of the clerk and commissioners.—(1) To determine a situation and erect a school building thereon; (2) to keep the building in good repair; (3) to provide a school for as long a time as the funds would admit; (4) to receive all moneys and apply the same; (5) to employ teachers; (6) to do all acts requisite to the maintenance of a school.

They shall employ as a teacher no person whom they shall not have just grounds to believe to be of good moral character and well qualified to teach reading, writing, arithmetic, and English grammar, and such other branches of knowledge as the committee may deem necessary to be taught in the district. They may employ a female teacher (in respect to whom the qualification of reading and writing may be sufficient) in the summer months or other parts of the year when small children can attend school and others are engaged in the common occupations of the country. They may dismiss a teacher.

State appropriations.—The clear income of the school fund thereafter to accrue was to be apportioned and appropriated among the school districts. Each district, however, should have from the school fund an amount equal to that resolved to be raised by the voters, and no greater.

[1] The committee were elected for one year until in 1867 their term was extended to three years.

The auditor was to settle the accounts of the school committees, who were to appear before him whenever he attended "in their county to settle the account of the county treasurer."

Schools.—Each school was to be opened on the first Monday in November and to continue as long as funds permitted. It was free to all white childen. The school committee was to make regulations for the government of the school and by these was to "provide for the expulsion of a scholar for obstinate misbehaviour."

Corporations.—Each school was made a corporation by the name of school district No. —; "said corporation by said name shall take and hold grounds, buildings, etc., and protect property as any other corporation."

County superintendents.—The governor was directed to appoint, on or before the first Monday in March, a superintendent of each county for one year. The duties of the superintendent were: (1) To correspond with all persons interested in the execution of the act; (2) to aid in all matters connected with its execution; (3) to supply school districts with proper forms and to advise them in respect to their proceedings; (4) to see that notice be given of division of districts; (5) to collect information and report to the general assembly. For his services he was to receive no compensation but the payment of all expenses incurred in the performance of his duties.

Acts repealed.—All acts that had been passed appropriating any money of the school fund for aid of poor children or support and encouragement of schools from 1817 to February 12, 1829, were repealed.[1]

STRENGTH AND WEAKNESS OF THIS LAW.

Judge Willard Hall said of this law:

The school system under these laws is simple and plain. It forms school districts, appoints and regulates the meeting of the school voters in these districts, and commits to these voters in these meetings the whole power over the subject of common schools for their districts. Every school district is a republican community for the special purpose of taking care of the interests of popular education within its bounds. It depends upon the school voters whether the children of the district shall have the benefit of a school and what kind of a school they shall have.

The import of the law appears in another quotation from Judge Hall:

The design of the system is not to make schools by its operation, but to enable and invite the people to make schools by their own agency.

The term "free" was applied to the school law to indicate two facts: First, that the people were left free to choose the length of time their schools should be in operation during any one year, and the amount of money to be raised by taxation for the support of the same, thus placing upon the people themselves, voting in the school meetings, the power and responsibility of determining whether they would have a good school, an inferior one, or no school; second, making the title show that the schools in the State were free for every white child to attend without reference to any money having been paid by its father or guardian.[2]

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[1] Laws of Delaware, VII, 184–197. Fifth Annual Report of Superintendent of Free Schools for 1880, containing Groves's History of Free Schools of Delaware, 47 *et seq.*

[2] Groves, 48.

The law of 1829 appeared at the time eminently adapted to meet the wants of the people, resting as it did on the popular will, and throwing the responsibility upon those having children to educate to say to what extent the privilege should be used. The State became the patron of public education, and shared the expense thereof with the people; but time brought to light objectionable points in the system which amendments scarcely removed. The law was amended in 1830 by the provision that no school district should raise by taxation in one year more than $300. Three years later the privilege of uniting for school purposes was given to adjacent districts. The time for holding the annual meeting was changed first from the second to the first Monday in October, and in 1845 to the first Saturday in April. The State in 1835 offered additional encouragement to the law by authorizing the employment of the lottery scheme to raise $100,000, of which $25,000 was to go to the school fund. By the year 1833 more than 133 districts had been organized and were receiving aid from the fund. Of these 61 were in New Castle County, 36 in Kent, and 36 in Sussex. It soon became apparent that the fund was insufficient. The districts were unwilling to tax themselves to supply the deficiency, and so the schools declined. Willard Hall and other friends of the cause again came to the rescue and largely by means of educational conventions, extending over a period of forty years, secured the necessary legislation and gave to the State its present system.

EDUCATIONAL CONVENTIONS.

"SCHOOL CONVENTION OF NEW CASTLE COUNTY."

Educational conventions in Delaware were organized opportunely for the cause.[1] In 1836 a surplus in the United States Treasury of more than $42,000,000 was ordered by Congress to be deposited with the several States in proportion to their representation in Congress. Owing to financial embarrassments the amount finally distributed was somewhat less than $30,000,000. Sixteen of the twenty-six States then organized (1837) applied their share of the deposit, in whole or part, to the public-school fund, and eight appropriated the whole of their shares, amounting in the aggregate to $9,855,134, to this purpose. Among the latter was Delaware, which received the smallest share.[2]

To secure this surplus for school purposes prompted the friends of education to summon delegates from the seventy-two districts of New Castle County to a convention at Wilmington, on December 15, 1836. There were present 123 delegates from 48 of the districts. An organization was effected, with Willard Hall as president. A committee

[1] In the preparation of this section the writer has frequently followed Barnard (XVI, 1866, 369-372). Groves, Boone, Scharf, and the American Almanac have also been used.

[2] Boone's History of Education in the United States, 91

was then appointed, consisting of the president and others, to request the legislature to accept the State's share of the surplus revenue and to appropriate the income thereof to the school districts for the purpose of maintaining and improving public schools. An act was accordingly passed on the 22d of February following, dividing the revenues of the surplus fund equally among the counties, and providing for its application principally to school purposes. The convention resolved before adjourning that an annual "School convention of New Castle County" should be held in Wilmington, composed of two or more delegates from each district, the district clerks and school commissioners, and all friends of popular education. Although no permanent organization was effected and no constitution was adopted, yet this convention held its regular meetings annually for twenty years and rendered the cause invaluable services. No important step was taken without its sanction, nor would it be going too far to place upon it the responsibility for the adoption of the most important legal measures touching education during that period.

The greatest obstacle to improvement was the repugnance of the people to taxation. Ignorant and poor voters, as well as those of the rich who felt no direct interest in education, at the annual meeting, year after year, voted down taxes, thus depriving those desiring to educate their children both of the aid of the State and of the assessable property within the districts. Instances were by no means rare of children of a whole generation being in this way deprived of all school privileges. Many protests against such shortsightedness were uttered by those to whom the prosperity of the State seemed indissolubly united with public education.

In 1837 it was enacted that each district should be permitted to draw its share of the school fund by raising $25 by taxation. That this tax might be raised easily, it was ordered, in 1843, that its collection should be made conjointly with other taxes and not by special collectors.

THE FIRST STATE CONVENTION.

The first State educational convention met at Dover, in January, 1843, to discuss the existing school law. The school fund at this time amounted to $183,000. There were in operation 182 schools, with 6,148 pupils. Three years before more than $32,000 was expended in one year for schools.

At first the convention agreed to offer to the legislature, as an amendment to the existing law, a proposition to lay a tax of at least $50 on each district; but this was afterwards reconsidered, and rejected by a large majority. It seemed inconsistent with republican principles that taxation for school purposes should be compulsory, and they expressed their general views in the following words:

> The report of the Massachusetts board of education declares that the cardinal principle which lies at the foundation of their educational system is that all the children *of the State shall be* educated by the State. Let it be distinctly remarked that this

is not the principle of our school system, but that our school system is founded upon the position that the people must educate their own children, and that all the State should do or can do for any useful effect is to organize them into communities, so as to act together for that purpose, and help and encourage them to act efficiently. To the full extent of its power the State has granted this help and encouragement by fair division among all of the school districts of the income of the school fund. The school of every district is thus in the power of its school voters; they can have as good a school as they please, or an inferior school, or no school. The whole responsibility rests upon them, and the measure of that responsibility is the welfare or calamity of all the children of the district.

But the operation of this principle wrought a gradual change in the views of its strongest adherents. In 1845 and again in 1846, in order to elicit public feeling upon the subject, the voters in each district were urged to hold a special meeting to consider the expediency of legalizing a general system of taxation; and, although no change was effected in the law, there came a gradual revulsion of public sentiment.

The service of the school convention of New Castle County to education in that county is clearly seen in the fact that the amount raised there by tax in 1852 was nearly double that of 1832, while in Kent and Sussex it had increased but little more than one-fifth, and was actually less than in 1841. In 1853 the convention attempted to remove the imposition of school taxes beyond the domain of the district by appointing a committee to secure the passage of a law authorizing school taxes in New Castle County to be levied, like other taxes, without vote of the school districts.[1]

Meanwhile, public sentiment throughout the State was increasing in favor of removing taxation for the maintenance of schools beyond the caprices, narrowness, and prejudices of the voter.

Although the chief agent (the educational convention) in awakening this sentiment was abandoned shortly before the Civil War, its influence lived and brought about the passage of the important act of 1861.

THE ACT OF 1861.

The act of 1861 emphatically made it the duty "of the school committee in each of the school districts, in their respective counties, in each and every year, in the month of April, and after each annual school meeting, to assess and levy in each of their respective school districts in New Castle County, the sum of seventy-five dollars; in each of the school districts of Kent County, the sum of one hundred dollars; in each of the school districts of Sussex County the sum of thirty dollars, to be applied to the support of the schools in their districts." Further, giving each district the power by vote to raise by tax more than the amount set apart, "provided said sum does not exceed four hundred dollars, exclusive of the amount designated by law." Still further authority was given to the voters to raise by tax "any sum of money not exceeding five hundred dollars, for the purpose of building or repairing a schoolhouse in their district."[2]

The importance of this act can scarcely be overestimated, inasmuch as it decided for all time that no child could, by vote of the district, be deprived of the opportunity to secure a common school education. In

[1] Barnard, XVI, 370. [2] Groves, 49.

tracing legislation for educational purposes to this point, two facts are especially noteworthy: First, that the privilege of deciding whether or not schools were to be maintained was abridged and finally removed from the voter; second, that the requirement that each district should raise the same amount as the State donated was so modified that finally only the sum of $25 was required to be raised by taxation to secure a share of the school fund.

GENERAL EFFECT OF THE EARLY CONVENTIONS.

The influence of the educational conventions was not confined to the field of legislation. They understood that, however great the power of the State, it can not do everything. It can serve society best by stimulating and guiding its members to educational salvation. The subject of training teachers and establishing a normal school was discussed in the early meetings of the convention, but after an adverse report, in 1838, from Willard Hall and others, it was deemed inexpedient to take special measures in that direction. But they passed resolutions favoring the procuring of libraries, the formation of lyceums, and the circulation of the New York Common School Assistant. Committees were appointed to examine teachers and visit schools; and efforts were made to procure the passage of a law creating a board of examiners in each Hundred, and requiring greater strictness in the examination of teachers. In 1844 the question of a State superintendency of schools was raised, but indefinitely postponed; and in the following year the formation of "teachers' societies" was recommended. A resolution was adopted, in 1846, "approving the effort making by a portion of the colored population to confer upon their children the advantages of education, and urging upon them this important duty as a means of improving their moral and social condition."

October 14, 1847, an "association" of the teachers of New Castle County, called together by the convention, was formed for the purpose of mutual benefit, but was soon abandoned. A second effort, scarcely as successful, was made in 1854. In 1850 and later years unsuccessful attempts were made to procure the means for sustaining a school agent, first by private subscription and then by application to the legislature. Attention was called in the same year to the subject of school architecture, and the improvement of the school-houses of the county was made a prominent object of the convention.

One of the most important features of the convention's work was the president's custom of appending to its published proceedings remarks relating to the action of the convention and the wants of the public schools. Willard Hall served as president during its entire history, except in 1839 and 1840, when Dr. Arnold Naudain held the office, and in 1847, when H. F. Askew was appointed. The last meeting of the convention was held in 1855.

There were at this time 236 districts in the State and the same number of free schools were in operation, with 10,230 pupils, out of a total white population of 71,169. The permanent school fund amounted to $435,505. From this source and private contributions $57,738.95 was received and $49,469.30 expended for free schools. The State provided for the education of its indigent deaf mutes and blind children in Philadelphia institutions at a cost of $1,500.[1]

COUNTY SUPERINTENDENTS.

The duties of the county superintendent were limited and did not include the visitation or supervision of schools. In 1853 an effort was made to obtain from the legislature the appointment of a superintendent, with a definite salary, who should visit the districts and schools of the county, collect and diffuse information, and by private intercourse and public addresses arouse a keener interest in public education. The attempt was repeated the next year and a bill was drafted, including other proposed amendments, but it was defeated in the senate. There was no emolument attached to the office; accordingly, only philanthropists took it. Willard Hall was for twenty or more years superintendent in New Castle County, and discharged his duties so faithfully as to evoke the oft-quoted remark that under him "the care of the schools was paternal." He met delegates from all parts of the county; discussed methods with them; carefully examined their reports; classified and published their work in pamphlet form for distribution, thus diffusing throughout the county information which increased the interest in education. In spite of his labors he was not as successful as he had hoped. Indeed, he sometimes lost courage, and once remarked:

> The stream rises no higher than its source, and so in the very neighborhoods where the improving influence of a good district free school is most needed there it is never found.

Willard Hall was succeeded in the superintendency of New Castle County in 1855 by Dr. A. H. Grimshaw, who made a full report upon the condition of schools to the next convention. The publication of an educational monthly, the Delaware School Journal, was begun about the same time under his editorship, but was not continued beyond a few numbers for want of sufficient encouragement. Other county superintendents were Henry W. Patterson, Dr. Robert H. Griffith, Samuel M. Harrington, Peter Robinson, Joshua G. Baker, Joseph Smithers, Simon Spearman, Charles Marim, Robert O. Pennewill, William Cannon, Daniel M. Bates, Willard Saulsbury, William Johnson, John A. Nicholson, Jonathan R. Torbet.[2]

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[1] Barnard, I, 373. The statistics given are for 1854.

[2] Scharf (vol. I, 446) gives the above list, but errs in the statement that they all were superintendents in New Castle County. Some were in Kent and some in Sussex County. *See* American Almanac, 1843, p. 239.

THE CONVENTION OF 1867.

The growing interest in education after the Civil war culminated in a mass meeting at Dover, December 23, 1867, called "for a mutual interchange of opinions; to receive and discuss suggestions of improvements in the existing laws." Many prominent men were present and its "proceedings were conducted with signal unanimity, harmony, and good feeling." A committee appointed to draft a general school code, which should express the alterations desired, reported at the next meeting of the convention, July 13, 1868. They recommended changes in and additions to the law of 1829, which were included, with but two exceptions,[1] in "The New School Law of 1875."

The result of the labors of this convention was presented to the general assembly in 1869 in what was called "The New School Law," and its adoption was urged in vain. Similar efforts, made in 1871 and 1873, met the same fate, but the friends of education only urged their cause with greater energy until, on March 25, 1875, they secured the passage of "The New School Law of 1875."

The condition of education in Delaware in 1870 appears from the census of that year to have been as follows:

Out of a total population of 125,015, there were 19,356 persons over 10 years of age who could not read and 23,100 who could not write. Out of a school population (5–18 years) of 40,807, only 19,965 were attending school in the previous year. There were 326 public schools, 388 teachers, 17,835 pupils; 9 academic institutions, under 63 teachers, and containing 859 pupils. (These included 2 colleges, with 15 teachers—7 male, 8 female—and 137 pupils, of whom 120 were female.) There were 38 private and parochial schools, with 59 teachers and 1,881 pupils.

In 1872 there were 330 public schools in operation. The permanent school fund amounted to $300,000 and the cost of public schools was $200,000.

The following dates[2] mark years in which acts relating to public education were passed by the general assembly before 1870: 1796, 1797, 1816, 1817, 1821, 1829, 1830, 1832, 1833, 1835, 1837, 1852, 1857, 1858, 1861, 1867.

OLD TIME SCHOOLS AND SCHOOLMASTERS.

The condition of schools and the character of the teachers from 1829 to 1875 deserves notice, so that we may clearly understand the improve-

[1] The first exception related to the mode of assessing and collecting taxes for school purposes. It provided that the whole matter should be taken out of the hands of an uncertain voter and transferred to a board of school commissioners of each hundred district and town district, which were to be substituted for the single geographical school districts. The second exception recommended the appointment of county superintendents in addition to a State superintendent.

[2] Barnard, XXIV, 239.

ment that followed in the wake of the law of 1875. In 1880 James H. Groves said:

> Fifty years ago there were not more than twenty schoolhouses in the State, and these were owned by private individuals. Children were taught mostly in private houses, and none but the wealthier classes could afford to any great extent the expenses of tuition. The number of children of school age was about 15,000 in a population of 58,000. The branches taught were very primary, the books were of the crudest kind, and the furniture of the rudest material and structure. The teachers were themselves possessed of limited education, and candidates for college courses but rare.

The condition of schools during the first half of the present century was indeed deplorable. The schoolhouses were, if possible, inferior to the schools. "Our churches, our clothes, everything but the schoolhouse manifests an age of improvement," wrote Dr. A. H. Grimshaw in 1855. The bleakest, noisiest, dustiest spot in the district, always on a public road, generally at the junction of two, was chosen after excited deliberations, and upon it a cabin of logs or unsmoothed timber was erected. Few schoolhouses had porches, and not one in fifty enjoyed the unpardonable luxury of a shoe scraper, the only agent which could save the floor on stormy days from assuming the color and texture of the muddy road. The houses were usually too small to accommodate the district pupils, and so they had to attend by turns; the girls and small children giving place, as winter came on, to the big boys. Even when the houses were large enough comfort was out of the question, for the desks were either arranged around the walls, giving the teacher a fine view of the backs of his scholars and turning their faces towards the rays of light, unbroken by curtains; or they were placed back to back, so that the occupants, not infrequently sweethearts, amused themselves and their neighbors instead of studying. The little house was in winter a microcosm of climates. From the frigid corners came forth at frequent intervals the cry "Teacher, kin I go to the fire?" followed by the scuffling of cold feet as they made their way to the torrid zone around the heated stove. Ventilation—and frequently pneumonia—was afforded through the single door or the upraised windows. Blackboards were few and small, and usually served as ornaments, being hung beyond the reach of the pupils. Of globes, numeral frames, and maps, except of Delaware, there were none outside of Wilmington.

A uniform system of text-books was as yet a dream. Comly's Spelling Book, the English Reader, Murray's Grammar, and Pike's Arithmetic were used more than other books, but students were generally sent to school either without books or with such as suited the caprice or poverty of their parents.[1]

[1] Dr. Grimshaw said, in 1855, "I found in one school with 43 names on the roll, the average attendance in which was 27, five different kinds of reading books, and seven different sorts of arithmetic.

Rev. Robert W. Todd describes a typical peninsular schoolhouse of the thirties as follows:

* * * A little time after this the schoolhouse at Chinquepin was completed. We thought it very fine in appearance and comfortable in its appointments. It was furnished with a writing desk on either side, instead of but one as heretofore, so that both boys and girls could write at the same time. There were six nice slab benches, three each for boys and girls, but all so high from the floor that the smaller children literally went to roost on a perch whenever they sat down. * * * This new schoolhouse was furnished with a large ten-plate stove in the center of the room. Altogether it was so very fine that there was much competition among country professors as to who should have the distinguished honor of presiding at Chinquepin.[1]

Few of the teachers were qualified to teach even the elementary branches of an English education. One of the most popular teachers in Central Delaware twenty years ago, as the writer distinctly remembers, was given to such ludicrous mistakes as the pronunciation of *picturesque* as though it were spelt *pictureskew*. System was wanting to most of them, so that their pupils were instructed singly and not in classes. Thus, not unfrequently, children attended school for four or five years without learning to read, write, and "cipher" through long division.

Rev. R. W. Todd gives the following graphic picture of "Old time schools and schoolmasters" of the thirties and forties:

Mr. Marshall's clean-shaven face—for only rowdies wore beards in those good old times—was furrowed over with many wrinkles of benevolence and care; and the friction of many anxious years had polished his bald head until it had become a favorite skating rink for the festive house fly. One little patch of iron-gray hair remained in front above his pug nose, which was combed up and carefully trained into a sort of drake-tail ornament; and the little remaining on either side above his ears was twisted into little tufts, sticking out at right angles, and giving him somewhat of the appearance of a nondescript animal of the baboon persuasion with three horns. The grotesque effect was heightened by the presence of an immense pair of brass-bowed spectacles which alternately bestrid his nose and adorned his bald and glistening pate, all fit index to the vast library of knowledge entombed within that venerable skull.

The entire curriculum of our school was covered by the three cabalistic letters R. R. R., understood to represent the three great sciences, "Readin', Ritin', and 'Rithmetic." The three G's—Grammar, G'ography, and G'ometry, had then scarcely been dreamed of as ever possible to be taught in a country school. It was not until several years after—not indeed until the renowned "Chinquepin" schoolhouse had been built over a mile away on the road to "Punch Hall," that we ever heard of such a study as English Grammar or Geography.

The Primer, or rather *a* primer—for it mattered not what it was so there were A, B, Cs in it—was the text-book most in demand in Mr. Marshall's log-cabin school. * * * His method of teaching A, B, Cs was to point with a little stick he kept for

[1] Rev. Robert W. Todd, a prominent member of the Wilmington Conference of the Methodist Episcopal Church, published in 1886, "Methodism of the Peninsula," from which this quotation and others to follow are taken. In his chapter on "Old Time Schools and Schoolmasters" he gives us reminiscences of his early school days, which (he assures the writer) occurred, as far as he recalls them, exactly as narrated. The school described is situated in Maryland, but so near the Delaware line as to be in nowise different from the average Delaware school of that time.

the purpose to each letter in regular order, call its name, and require us to pronounce the name after him. As his time was divided between pointing to the letters and watching Billy Wadman, Dick Sorden, Bill Daniel Roe, Sally Price, *et al.*, it not infrequently happened that the urchin reciting was looking anywhere else than at the alphabetical forms pointed out and called in turn by the master himself. It required most of the winter for many of us to learn to distinguish these different signs of sound.

As a general rule scholars were not permitted to attempt reading until they had mastered the spelling book, even to the long words like "concatenation, hieroglyphically," etc.; and our next teacher invented a test word it was necessary for the pupil to master before he could take up the initial reading lessons about the wren, the robin redbreast, and the lion. This test word was *honorificabilitudeanditatibusque!* When the pupil could repeat and spell this huge medley of nonsense, going back at each syllable and pronouncing up to and including the last syllable spelled in regular order without a hitch or blunder until he reached the towering conclusion, he was graduated to reading.[1]

After mastering the few reading lessons in the speller the next book in order was the introduction to the "English Reader," and after that the "English Reader," provided the pupil could conveniently secure them. * * * It was absolutely impossible for the teacher to arrange his pupils in classes; and consequently each one must needs be heard separately. The time being limited and the books generally of a grade too difficult for beginners, to facilitate matters Master Marshall usually read along ahead of the scholar, sentence by sentence or a few words at a time, the pupil repeating after him in drawling style as correctly as a parrot. * * * In like manner the beginner in mathematics was plunged headlong into the profundities of Pike's Arithmetic, two-thirds of whose examples involving money values were stated in pounds, shillings, and pence. * * * Mr. Marshall, it was said, could "do all the sums in the 'rithmetic." He was reputed to be a veritable Pythagoras at "figgerin." He was, withal, very obliging to show his scholars how by "doing the sum;" but he never explained it. It is doubtful, indeed, whether he could, having learned arithmetic, as he taught it, simply by rote. * * * While Master Marshall's hickory rods were generally innocent ornaments, Mr. Wilson's[2] furniture in that interesting line was brought into constant requisition and needed to be almost daily replenished. Neither nationality, age, sex, nor "previous condition of servitude" exempted any scholar who was thought to have forgotten or disobeyed some rule; but I really believe his liberal use of the rod was inspired by conscientious convictions of duty. * * * I solemnly aver that for many of the floggings I received from this devoted friend and teacher, averaging nearly one per diem for a year, I found it impossible to discover any cause, and he was too quiet and dignified to explain. Again and again, as I sat unconscious of violating any of Master Wilson's rules, the hickory, pitched with the unerring aim of an aborigine, would roll from my person rattling down upon the floor. That performance meant a notification that it was now my interesting duty to take that switch back to the teacher's desk and stand to receive the chastisement supposed to be needed for my intellectual development. Sometimes, my next neighbor on the slab being involved in the misdemeanor, real or imaginary, we were both required for the service of returning the projectile to the battery, one at each end; but on arriving the handle end was relinquished to Master Wilson and we twain became active partners at the other end.

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[1] The writer found appended to the proof the following interesting verification by the proof-reader of this paragraph: "J. N. Hall, 83 years of age, one of the readers in the Government Printing Office, distinctly remembers spelling a test word similar to that above mentioned by syllables in his younger days, thus: Ho-no-ri-fi-ca-bi-li-tu-ni-te-tat-and-a-bus-que, repeating the pronunciation of each syllable to the completion of the word, and can do it to-day as readily and rapidly as in his youth."

[2] Mr. Wilson was Master Marshall's successor.

THE LAW OF 1875—SYNOPSIS.[1]

State superintendent.—A State superintendent is, by this law, to be appointed annually by the governor, "to hold his office one year or until his successor shall in like manner be appointed." His duties are to visit every school in the State once a year, noting in a book the modes of discipline, government, and plans of instruction in use; to advise with teachers as to the best methods for the advancement of their pupils; to examine all that may desire to teach; to hold a teachers' institute in each of the counties at least once a year, of at least three days' session, for imparting information and having a general interchange of views of teachers as to the wants of the various schools; to report in writing to the governor on the first Tuesday in December in each and every year the condition of the schools, and make such recommendations and suggestions as he may think proper in regard to a thorough completion of the system.

State board of education.—The president of Delaware College, secretary of state, State auditor, and State superintendent comprise the State board of education. The president of Delaware College, by virtue of his office, is president of the board and the auditor is secretary of the same. The latter officer receives a salary of one hundred dollars per annum. The other members receive no pay. The duties of the board are to determine what text-books shall be used in the schools; to issue blanks and forms for distribution to the local commissioners, and to demand returns to be made in pursuance thereof; to hear all appeals and determine finally all matters of controversy between commissioners and teachers.

Teachers.—All teachers are required to have a certificate from the State superintendent, countersigned by the county treasurer in the county issued, upon the payment of two dollars, said certificate setting forth his or her proficiency in the common English branches; to make out and hand to the commissioners of the district a report setting forth the whole number of pupils attending school during the quarter, the text-books used and branches taught.

Revenue.—The manner of raising revenue is the same as in the old law, except that in Sussex County each school district is required to raise by taxation not less than sixty dollars annually, instead of thirty, as formerly, and in Newcastle County one hundred dollars instead of seventy-five as formerly.

In 1879 an amendment was made to the act of 1875 requiring the superintendent to issue, as occasion demanded, three grades of certificates, known as the first grade, good for three years; the second, for two years; and the third, for one year. He was also granted the privilege of issuing temporary permits to teachers to teach for thirty days, when in his judgment the interests of education require it.

The act of 1875, of which the above is a synopsis, did not abrogate the free school law of 1829, but merely supplemented it.

JAMES H. GROVES.

The first State superintendent under the new law was James H. Groves, who served from 1875 to 1882. He proved to be a well-equipped, enthusiastic officer, and a very important factor in the success of the new law. He thought the true function of public education is to prepare the average man for the duties of citizenship. "We should, therefore," says he in his first annual report, "give our utmost efforts to still further enlighten public sentiment, not by teaching through coercive legislation that *summum bonum* of an education is merely the ability to read, write, and cipher, but that it is the duty of

[1] History of Free Schools of Delaware by J. H. Groves.

the State to make ample provision, not only for the thorough education of the whole people, but that every individual, whatever his circumstances, may have the fullest and freest opportunity to receive that sort of an educational training that will fit him for the duties of citizenship." He opposed compulsory education and favored the frequent examination of teachers. He was a conscientious and persistent visitor to the schools and frequently spoke of this duty as the most important one in the sphere of a superintendent of free schools. His management of the teachers' institutes which he organized brought them success from the beginning.

The new law seems to have sprung into public favor at the outset, for, in his first annual report, the superintendent says:

> I am happy to state, after witnessing the workings of our new system for one full year and a part of the second, that there is a marked change for the better in our public schools.

During the first year 370 schools were operated under 430 teachers, of whom 266 were men and 164 women; 21,587 children were in attendance, with an average of 58 to each school. The total cost, including State appropriations and district taxes, was $216,225.49.

The greatest benefit, however, was derived from the elevation of the grade of work and increased efficiency of the teachers. Previous to 1875 the only requirement for teaching was the good will of the committee.[1] The new law compelled the applicant for a school to have his fitness stamped by the approval of a competent examiner.

Great difficulty was for a time experienced in persuading school committees to improve their old buildings or construct new ones. In the seventh annual report, December 1, 1882, the superintendent calls attention to the subject in the following forcible way: "What we need, perhaps more than anything else, is a strong public sentiment in favor of better school accommodations. A majority of our school buildings are unfit for the purposes for which they are used. They are flimsily constructed, wretchedly arranged, built on small lots and in low places, and contribute in no respect to the comfort of the children." From this time, however, public sentiment was aroused, and during the years 1883 and 1884 more than $129,000 was expended in the erection of better and more commodious school buildings. In 1885 and 1886 more than $125,000 was expended for the same purpose, and since that time the improvement in this line has been so constant that almost every town has now a new and excellent school building.

On April 4, 1881, an act was passed authorizing the governor to appoint an assistant superintendent for the term of one year. The

[1] The principal of the private school which the writer attended in 1872–73 was regarded as a great scholar by all the good people in and near the village. He was sometimes solicited to examine applicants for positions in the district schools thereabouts. I remember that the examination in English grammar on at least one occasion was almost comprehended by the request that the candidate should parse the sentence, "John Smith, the blacksmith, shoes horses."

State superintendent was to receive $1,500 and his assistant $800. The State superintendent was requested to purchase all the school-books needed in the State at the least cost and to sell the same to the clerks of the respective districts at cost. The clerks were ordered to sell the books to the children at cost plus expense of carriage, and to turn the money over to the State superintendent. The latter was required to give bond of $1,500 that he would keep a faithful account of the money received and pay it into the hands of the State treasurer. The law was afterwards amended so as to place the final distribution of books in the hands of retail merchants in the various districts, whose stores were made the State depositories. The State fixed the price of the books, a fair commission being allowed to the retailer. Henry C. Carpenter was the first and only assistant superintendent under this law.

THOMAS N. WILLIAMS.

Thomas N. Williams was appointed superintendent in 1883, and Henry C. Carpenter was reappointed assistant superintendent. Both of these gentlemen had for some time been intimately associated with public education in the State, and their appointment evoked general commendation. During their term of office the advance of public education was general and continuous. New buildings were constructed, better qualified teachers were employed, new methods were adopted, the county institutes increased in usefulness, a legislative appropriation of $100 having been secured for each of them through the efforts of Messrs. Williams and Carpenter. Sussex County was redistricted by a committee, consisting of "three judicious persons" appointed by the governor of the State.

Superintendent Williams remarks in his report issued December 1, 1884:

> Considered as a growth of ten years, the Delaware system of free schools is a most gratifying work. Never before has public sentiment been so strong in favor of the support of free public schools as to-day. The press of the State is a unit in their favor.

THE LAW OF 1887—SYNOPSIS.

The law, of which the following is a synopsis, was passed April 4, 1887:

> SEC. 1. *State superintendency abolished.*—The offices of State and assistant State superintendent of free schools are abolished after the expiration of the term of office of the present incumbents, and in lieu thereof county superintendents are appointed.
>
> SEC. 2. *Qualifications of county superintendents.*—County superintendents shall be of good moral character, and well qualified for the office by their mental and scholarly attainments. Their term of office is to be one year. They shall be residents of the county for which they are appointed, and continue such during their term of office.
>
> SEC. 3. *Duties of county superintendents.*—The superintendent shall visit each school within the county for which he is appointed at least twice a year, each visit to be of not less than two hours' duration, provided said school is kept open at least eight months each year. He shall note in a book to be kept for that purpose the number

of scholars, the condition of school buildings, grounds, and appurtenances, the qualification and efficiency of teachers, the conduct and standing of the scholars, the method of instruction, and the discipline and government of the schools. In the visits of the superintendent to the schools, he shall advise with the teachers respectively, and give them such instructions in regard to discipline and teaching as he may deem necessary, and shall have power to suspend or withdraw any teacher's certificate upon his refusal to comply with the reasonable directions of the superintendent, subject, however, to an appeal, as in other cases. He shall, by every means in his power, strive to promote and advance the cause of education and interest in the schools, and, in order to secure his entire time, he shall not engage in any other business, or pursue any other calling.

SEC. 4. *Teachers' examinations and certificates.*—The superintendent shall examine all persons who apply to him for that purpose, and who propose to teach in the county for which he is superintendent, and any one interested may attend such examination, which may be oral, or by printed or written questions, or partly by each method. These examinations may be at such times and places as the superintendent may appoint. Each applicant who is of good moral character, and who shall be found qualified to teach orthography, reading, writing, mental arithmetic, written arithmetic, geography, history of the United States, English grammar, elements of rhetoric, algebra, geometry, and natural philosophy, shall be recommended to the State board of education for a first-grade certificate, good for three years, unless sooner revoked by the superintendent for cause to be approved by said board. Every applicant who is of good moral character and who shall in examination answer ninety per centum of all questions asked in orthography, reading, writing, mental arithmetic, written arithmetic, geography, history of the United States, and English grammar, shall receive from the superintendent a second-grade certificate, which shall be good for two years, unless sooner revoked for cause to be approved by said board. If any such applicant fail to answer ninety per centum of the questions asked in examination in the branches mentioned for a second-grade certificate, but shall answer at least sixty per centum thereof, he shall receive from the superintendent a third-grade certificate, which shall be good for one year, unless sooner revoked for cause. Any applicant having been refused a certificate may appeal to the State board of education. The superintendent shall also keep an accurate list of all certificates granted by him, with the dates thereof, and the names of the persons to whom granted.

SEC. 5. *Compensation of county superintendents.*—Each one is to receive $1,000 per annum.

SEC. 6. *Employment of teachers.*—It shall not be lawful for the school commissioners of any school district to employ as teacher any person who does not hold a certificate from the superintendent of the county wherein said district is located, and any one so employed shall receive no compensation whatever.

SEC. 7. *Reports of county superintendents.*—These are to be made annually in writing to the president of the State board of education.

SEC. 8. *The State not to furnish text-books.*—The superintendents provided for in this act shall not be allowed to purchase any of the school books used in the public schools of this State at the expense of the State.

SEC. 9. *State board of education.*—The secretary of state, president of Delaware College, and the three superintendents provided for in this act shall constitute a State board of education for this State, which shall meet on the first Tuesday of January in each and every year in the capitol at Dover at two (2) o'clock in the afternoon. The secretary of state shall act as secretary of said board of education. The president of Delaware College shall, by virtue of his office, be president of said board of education. The State board of education shall hear appeals and determine finally all matters of controversy between the superintendents and teachers, or any applicant for a certificate and the superintendents or commissioners, and between school com-

missioners and teachers. The State board of education shall determine what text-books are to be used in free schools of this State; it shall issue an uniform series of blanks for the use of teachers, and shall require all records to be kept and returns to be made according to these forms. The members of the State board of education shall receive no salary or compensation for the performance of the duties thereof.

SEC. 10. *Report of the president of the State board of education.*—This officer is to make a biennial report to the governor in writing, for which he is to receive $25.

SEC. 12. *Teachers' institutes.*—Each superintendent provided for in this act shall hold a teachers' institute in the county of which he is superintendent at least once a year of at least three days' session, at which time all the teachers of the county shall attend, unless unavoidably detained, at which time the superintendent shall give all the information to teachers within his power, and such other instructions as he may deem advisable for the advancement of education, and have a general interchange of views of teachers as to the wants of the various schools.

In a subsequent section provision is made for a fund of $100, for the expenses of each county institute.

The above act does not apply to any school or school district managed by an incorporated board of education, unless by special request of said board.

The following act was added April 12, 1887:

Provision shall be made immediately upon the passage of this act by the school commissioners and local school boards for instructing all pupils in all public schools receiving aid from the school fund of the State in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, such instruction to be given orally in primary schools where pupils can not read.

No certificate shall be granted any person to teach in the public schools of the State of Delaware after the first day of January, eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system.[1]

PRESENT STATUS OF PUBLIC SCHOOLS.

Under the provisions of the act of 1887 the governor appointed three county superintendents, as follows: Herman Bessey for New Castle County, Levin Irving Handy for Kent County, and James H. Ward for Sussex County. These gentlemen were among the foremost teachers of the State and filled their new positions creditably. They were followed in 1891, respectively, by H. D. Griffin, C. C. Tindal, and J. G. Gray. These gentlemen also have proved to be faithful and successful officers. On May 25, 1893, Mr. Gray resigned office and was succeeded by Roman Tammany of the Lewes public schools. We have it on the authority of the president of Delaware College that the plan of county superintendents has commended itself by more than four years' successful experience, so that it would be unwise to think now of any other system. But there can be no doubt that the term of office of the county superintendents is too short, their salary too small, and the standard of admission to that office too low. Moreover, the appoint-

[1] Report of the U. S. Commissioner of Education, 1886-87, pp. 120-123.

ment of the superintendents by the governor plunges the sacred cause of public education too deep into the unclean waters of Delaware politics.[1]

The general assembly in 1891 passed an act to provide free text-books for all public school pupils.

The school law makes too great a distinction between second-grade and third-grade certificates. Delaware should also grant life certificates and should follow the example of New York in reciprocity in life certificates with other States.

The professional normal diplomas of other States should be recognized in Delaware. Free trade in normal diplomas would encourage an exodus of good teachers to Delaware. The adoption of the "hundred system," by which all the districts in each hundred would be consolidated into one school district, would solidify the public school system and do much to bring the most illiterate localities up to the standard. There never can be unity in the school system and satisfactory reports of the progress of public education as long as the incorporated school boards remain outside the jurisdiction of the superintendents.

There is great need of a better method of collecting statistics. A uniform series of blanks to be filled out by each teacher would be a decided advantage. A census of the school population should be taken every two years, for it is now impossible to ascertain what percentage of the children of school age are attending school.

Above all, higher salaries should be paid. This throws out educational fossils by attracting capable teachers with modern methods.

The new school law went into effect in 1875. During the first year the disbursements for public schools amounted to $216,225.49; in 1878, to $216,540; in 1884, to $213,104.15; in 1886, to $246,600.62. During the first year 430 teachers were employed, at a cost of $114,027.48; in 1880, 423 teachers, at a cost of $138,818.97; in 1886, 635 teachers, at a cost of $178,085.97.

The failure of the incorporated school boards, which are outside the jurisdiction of the county superintendents, to render full reports and the lack of a uniform method of collecting statistics made it impossible for us to obtain satisfactory data from the biennial report of 1888.[2] We were compelled, therefore, to revert to the report of the last State

[1] In this connection it is interesting to note the custom in other States. Delaware and Florida are the only States in which the county superintendents are appointed by the governor. In Mississippi, New Jersey, and Virginia they are appointed by the State board. The county board elects them in Georgia, Maryland, North Carolina, and Indiana; the school directors, in Pennsylvania, and the township superintendents, in Vermont. They are elected at the general election in the following States: California, Colorado, Illinois, Iowa, Minnesota, Missouri, Nebraska, Nevada, New York, Oregon, South Carolina, West Virginia, and Wisconsin. All of these plans are superior to the Delaware system. (Boone's Education in the United States, 115.)

[2] Biennial report issued December 31, 1888.

superintendent, issued in 1886, for the following statistics concerning the condition of public education in 1886. There were then in the State 422 districts; 562 schools; average number of months taught was 8.42; whole number of white children in the State between the ages of 6 and 21 was 36,468; whole number of white children enrolled in the public schools was 29,421; average number of white children enrolled in each district was 68; whole number of teachers employed in the public schools of the State was 635 (57 per cent of these were women); average monthly salary of each was $32.40; average age of each was 24.9 years.

The total cost of public education in Delaware in 1886 was $222,130.46; total value of public school property was $733,032.

The following tables are taken from the biennial report of the free schools of Delaware for the period ending December 30, 1890:

TABLE 1.—*Schools for white children.*

Counties.	Children of school age, 6-21.	Enrolled.	Average daily attendance.	Schoolhouses.	Sittings.	Teachers.	Days taught.	Average monthly salary.		General average monthly salary.
								Male teachers.	Female teachers.	
Wilmington (city)	10,491	8,033	5,512	23	7,210	158	31,600	$145.00	$45.19	.....
New Castle	6,257	5,049	2,722	85	4,843	113	22,600	44.91	34.12	.....
Kent	7,251	6,024	4,002	97	5,820	133	23,940	.....	.....	$34.96
Sussex	9,590	7,672	4,562	162	7,420	201	27,735	33.52	30.20	31.70
Total	33,589	26,778	16,798	367	25,293	605	105,875	.....	.....	.....

TABLE 2.

Counties.	Value of school buildings.	Value of school grounds.	Value of school furniture and apparatus.
Wilmington (city)	$319,000	$124,037	$58,980.00
New Castle	76,150	25,140	15,925.40
Kent	91,336	14,810	10,922.00
Sussex	62,460	5,758	7,231.00
Total	548,946	169,745	93,058.40

TABLE 3.

The following recent statistics are taken from Census Bulletin 53, April 20, 1891:

DELAWARE.

1880, population	146,608	Enrolled in public schools	26,412
1890, population	168,493	Enrolled in public schools	31,434
Gain of population ...per cent..	14.93	Gain of enrollment in public schools.....per cent..	19.01

The statistics for the public schools of Delaware are from the manuscript report of A. N. Raub, president of the State board of education. The parochial schools are Catholic.

Public schools of Delaware for the year ended June 30, 1890.

Counties.	Teachers.							Pupils.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State.	701	605	187	418	96	36	60	31,434	26,778	13,228	13,550	4,656	2,348	2,308
Kent	163	133	40	93	30	16	14	7,525	6,024	2,946	3,078	1,501	780	721
New Castle	309	271	18	253	38	5	33	15,105	13,082	6,462	6,620	2,023	1,005	1,018
Sussex	229	201	129	72	28	15	13	8,804	7,672	3,080	3,852	1,132	563	569

SUMMARY OF PRIVATE AND PAROCHIAL SCHOOLS REPORTED TO MARCH 5, 1891.

Schools:														
Private	65	62	20	42	3	....	3	1,126	993	517	476	133	56	77
Parochial	36	36	3	33	....	....	....	1,712	1,712	840	872	.....	.....	.....

SCHOOL FUND.

All money appropriated to, or invested for, "the fund for establishing schools in the State of Delaware" must belong to "*the school fund of the State of Delaware.*"

The State treasurer for the time being is the trustee of this fund, with power to receive, sue for, and recover any money or property bequeathed, given, or belonging to said fund. He is to vote as holder of any stocks belonging to said funds; to lease any real estate devised, given, or belonging thereto, for terms not exceeding 3 years; to distrain for and collect the rents thereon accruing, and to improve and manage such estate as may be proper.

The public faith is solemnly pledged for the faithful appropriation of all bequests or gifts to said fund, towards the establishment and support of schools for instruction in reading, writing, arithmetic, grammar, and such other branches of knowledge as belong to a good English education. *No part of said fund may be applied to any academy, college, or university.*

The trustee of the school fund must annually, upon settling his account with a committee of the legislature, publish the particulars of such settlement, and mention the name of any person who has made a gift or bequest to said fund, with the amount.

Other sources of the fund are: The proceeds of marriage and tavern licenses; one-fourth of all the money arising from licenses for auctioneering; foreign life-insurance agency; vending of goods, wares, and merchandise by samples; keeping of traveling jacks or stallions; keeping eating houses; taking photographs; acting as brokers; real-estate agency; exhibiting circuses; practicing jugglery; selling vinous, spirituous, or malt liquors; also one-fourth of the money from fees on commissions issued to prothonotaries, clerks of the peace, recorders of deeds, clerks of the orphans' court, and sheriffs. These and all other moneys or property given, appropriated, or belonging to said fund are dedicated to public education in the State of Delaware.[1]

In 1829 the annual accretions to the fund since the passage of "the marriage and tavern license act" of 1796 amounted to $158,160.15. After 1829 the interest of this sum and the revenue arising from the sale of marriage and tavern licenses were annually disbursed to the free schools of the State.

By act of Congress passed June 23, 1836, authorizing the deposit with the States of the surplus fund in the Treasury of the United

[1] Report of the U. S. Commissioner of Education for 1885–86, p. 71.

States, the sum of $286,751.49 was placed to the credit of Delaware.[1] The general assembly immediately directed that it be placed in the school fund. The school fund in 1889 was invested as follows:

5,000 shares Farmers' Bank stock, at $36 per share	$180,000
2,439 shares Farmers' Bank stock, at $50 per share	121,950
37 shares National Bank of Delaware stock, at $465 per share	17,205
114 shares Bank of Smyrna stock, at $50 per share	5,700
254 shares Union National Bank stock, at $36 per share	9,144
Loan to Sussex County	5,000
1 Delaware State bond	156,750
Total investments for use of school fund	$495,749

The following tabulated statement concerning the school fund and its disbursements is taken from the State auditor's report for the fiscal year ending December 31, 1891:

Summary of receipts for the fiscal year ending December 31, 1891.

Balance in the treasury at last settlement	$20,410.45
Clerk of the peace, New Castle County, licenses	22,002.92
Clerk of the peace, New Castle County, licenses	67,768.27
Clerk of the peace, Kent County, licenses	5,652.33
Clerk of the peace, Sussex County, licenses	4,089.02
Insurance commissioner, tax and licenses	3,598.04
Union National Bank, dividend on 254 shares of stock	952.50
Farmers' Bank at Dover, dividend on 5,000 shares of stock	10,800.00
Farmers' Bank at Dover, dividend on 1,904 shares of stock	5,712.00
Farmers' Bank at New Castle, dividend on 290 shares of stock	885.00
Farmers' Bank at Georgetown, dividend on 240 shares of stock	720.00
National Bank of Delaware, dividend on 37 shares of stock	1,480.00
National Bank of Smyrna, dividend on 114 shares of stock	228.00
Secretary of state, fees	927.50
Additional discount allowed on books purchased	18.12
School dividend forfeited, Sussex County	163.32
One year's interest on school-fund bond, $156,750, at 6 per cent	9,405.00
Annual appropriation by the State	25,000.00
Total receipts and balance	$179,812.47

Summary of expenditures for the fiscal year ending December 31, 1891.

Pennsylvania Training School for Feeble-minded Children[2]	$1,017.81
Expenses attending removal of Essie Cathcart	4.97
Columbia Institution for the Deaf and Dumb	1,550.00
Pennsylvania Institution for the Instruction of the Blind	710.40
Pennsylvania Institution for the Deaf and Dumb	100.00
Apportionment to New Castle County	47,886.53
Apportionment to Kent County	33,095.56
Apportionment to Sussex County	44,051.50
Blank order books, account books, etc	300.00
Teachers' institutes	300.00
Publishers of text-books, for shipments made to the school districts	17,228.20
	$146,244.97

[1] Groves, 53.

[2] Delaware educates her feeble-minded, deaf, dumb, and blind in Pennsylvania. She has no institutions of her own for them.

1890.			
Dec. 31.	Balance in the treasury	$20,410.45	
1891.	Total receipts	159,402.02	
			$179,812.47
1891.	Total expenditures	$146,244.97	
Dec. 31.	Balance in the treasury	33,567.50	
			$179,812.47

TEACHERS' INSTITUTES.

The importance of a "teachers' institute" was recognized by the educational conventions which followed close upon the passage of the law of 1829, but none was organized until 1875.

The first teachers' institute was held at Middletown, October 28, 29, and 30, 1875, and since that date each county in the State has held one annually. Superintendent Groves says: "The first one, held at Middletown, was an entire success." To meet the expenses incurred in securing the services of able instructors the State appropriates annually $100 to each county. This sum, however, is not sufficient, and there is a general demand for such an annual appropriation as will enable these meetings to continue unembarrassed the valuable work which they are doing for education. The law of 1887 requires each superintendent to "hold a teachers' institute in the county of which he is superintendent at least once a year, of at least three days' session, at which time all the teachers in the county shall attend unless unavoidably detained."

STATE TEACHERS' ASSOCIATION.

The first meeting for the organization of a State teachers' association was held December 30, 1875, at schoolhouse No. 1 in Wilmington. Among the prominent educators of the State present were D. W. Harlan, superintendent of the public schools of Wilmington; Prof. E. D. Porter, of Delaware College, and W. A. Reynolds. An adjourned meeting was held at Georgetown during the session of the first county institute in 1876. A permanent organization was not effected, however, until the first annual meeting of the teachers of the State at Rehoboth, August 28, 1879.

For several years thereafter the annual session at Rehoboth was attended by the progressive teachers of the State. Interest having declined of late years, it was thought best to change the place of meeting. Therefore the association held a joint meeting with the Maryland Teachers' Association, at the Blue Mountain House, Maryland, near Pen-Mar, July 9, 10, 11, 1889.

The following persons have been presidents of the association: W. H. Purnell, 1879; W. A. Reynolds, 1880; J. M. Williams, 1881; H. C. Carpenter, 1882; McKendree Downham, 1883; James E. Carroll, 1884; Levin Irving Handy, 1885; W. L. Gooding, 1886; John L. Thompson, 1887; Herman Bessey, 1888; A. H. Berlin, 1889.[1]

[1] Attempts were made in 1847 and 1854 to organize an "association" in New Castle County, but they came to naught.

DELAWARE STATE NORMAL UNIVERSITY.

The Delaware State Normal University was organized November 19, 1866, and incorporated January 23, 1867. The necessity of an institution "wherein students might receive a professional education which should peculiarly qualify them for instructing and disciplining youth" had been felt before 1866. It was believed, moreover, that the establishment of a normal school would be the most efficient means for elevating the standard and increasing the usefulness of common schools.

As the school was to be commenced without any aid from the State,[1] and to be dependent upon the voluntary patronage of the people, a subscription of more than twenty scholarships was secured before the school was opened. Besides the normal-school course, the institution provided for a business education in its business department, and had, also, a department in which teachers were prepared to take charge of academies and high schools. The catalogue of the school names the 28 members who composed the board of trustees, a visiting committee of 9, and a faculty of 6, one of whom was a woman.

For admission to the normal course the candidate had to be 14 years of age, of good health and moral character, and able to pass an examination in reading, spelling, penmanship, arithmetic, grammar, and geography.

The course of study required three years and included, besides the usual high-school branches, the following subjects: School government, principles of education, theory and practice of teaching, school economy, mercantile calculations, commercial rules, bookkeeping, business correspondence, and extemporaneous speaking.

The average annual expenses for tuition were $54; text-books, $7.25; board, $138.75; total, $200.

The history of this institution is not known, but the act of incorporation was repealed on March 29, 1871.[2]

DELAWARE SUMMER SCHOOL FOR TEACHERS.

Levin Irving Handy, superintendent of public schools of Kent County, in 1888 opened a "Summer School for Teachers" in the public-school building at Smyrna. He was assisted in the work by W. G. Lake, then principal of Smyrna public schools, and by W. J. Shearer, jr., of the Carlisle (Pa.) public schools. Fifty-nine students were enrolled. The success of the first session prompted a second, which was held from July 15 to August 16, 1889. The corps of instructors was enlarged by

[1] An annual allowance for a time was made from the State treasury of 50 cents for each scholar in Kent and Sussex, and 30 cents for each scholar in New Castle County. (Barnard, XXIV, 239.)

[2] Barnard's Journal of Education, XVII, 807; Laws of Delaware, XIV, 230.

the addition of Dr. L. R. Klemm,[1] then principal of the Cincinnati Technical School. The school was divided into three classes, according to the three grades of certificates provided by the law of 1887. Sixty students were in attendance. The tuition fee was $10. The school served as an excellent supplement to the annual institutes.

PUBLIC SCHOOLS OF WILMINGTON.[2]

Public education in Wilmington dates from 1829, when, under the school act of that date, the city was divided into ten districts. In the following year the eleventh district united with the tenth in the support of a school. Erastus Edgarton was appointed teacher of the boys, at $100 a quarter, and Hannah Monaghan teacher of the girls, at $75 a quarter. The first public school in Wilmington was opened in the old Academy building, on Market street. In 1834 eight of the ten districts were united and organized as the United School Districts of New Castle County; and a schoolhouse was built at the southwest corner of French and Sixth streets. In 1836 the whole number of pupils in the schools of the united school district was 716. They were instructed in all the "common branches" and some "take lessons in definitions, grammar, and English classics. In the girls' school two days of each week were devoted to needlework, which was attended with good satisfaction."

At a meeting of citizens in 1851 it was unanimously agreed that "the city needed a better system of schools." An act was passed February 9, 1852, establishing the school system now in force in Wilmington. The interests of the public schools are committed to a board elected by the citizens, with power to establish schools and provide money for their support by requisition on the city authorities.[3] April 6, 1852, school district No. 9 "was united with the rest of the city of Wilmington."

The second story of the building corner of Tenth and King streets was granted by the city council as a schoolroom. The school building at French and Sixth streets was ordered to be repaired. On May 10, 1852, the building committee bought as a site for a new schoolhouse the lots on Washington street between Second and Third. The city council appropriated $10,000 annually for school purposes. The increased number of applications for admission to the public schools made it necessary to provide more schoolhouses, and a building on Sixth street was secured and called School No. 5. In October, 1852,

[1] Dr. L. R. Klemm is the author of "Chips from a Teacher's Workshop," and "European Schools; or, What I saw in the Schools of Germany, France, Austria, and Switzerland." The latter was published as volume XII in the International Education Series, edited by William T. Harris, LL. D.

[2] Supt. D. W. Harlan has kindly furnished many of the facts which follow. He has corroborated the sketch in Scharf, II, 692, which has been much used.

[3] Barnard's Journal of Education, XXIV, 239.

Albert G. Webster was elected principal of the boys' department, at a salary of $700 a year, and Laura Osgood principal of the girls' department, at $300 a year. In 1861 there were eight schoolhouses in use in the city, six of which were the property of the board. There were then 2,052 pupils in attendance, and 32 teachers were employed. The cost of supporting the schools was $24,930.

David W. Harlan, the first superintendent of the public schools of Wilmington, is a graduate of Oberlin College. He has served with great acceptability since January, 1871. This estimate of his services, which appeared in the New England Journal of Education, December 13, 1883, is from the pen of Rev. A. D. Mayo, the well-known educator:

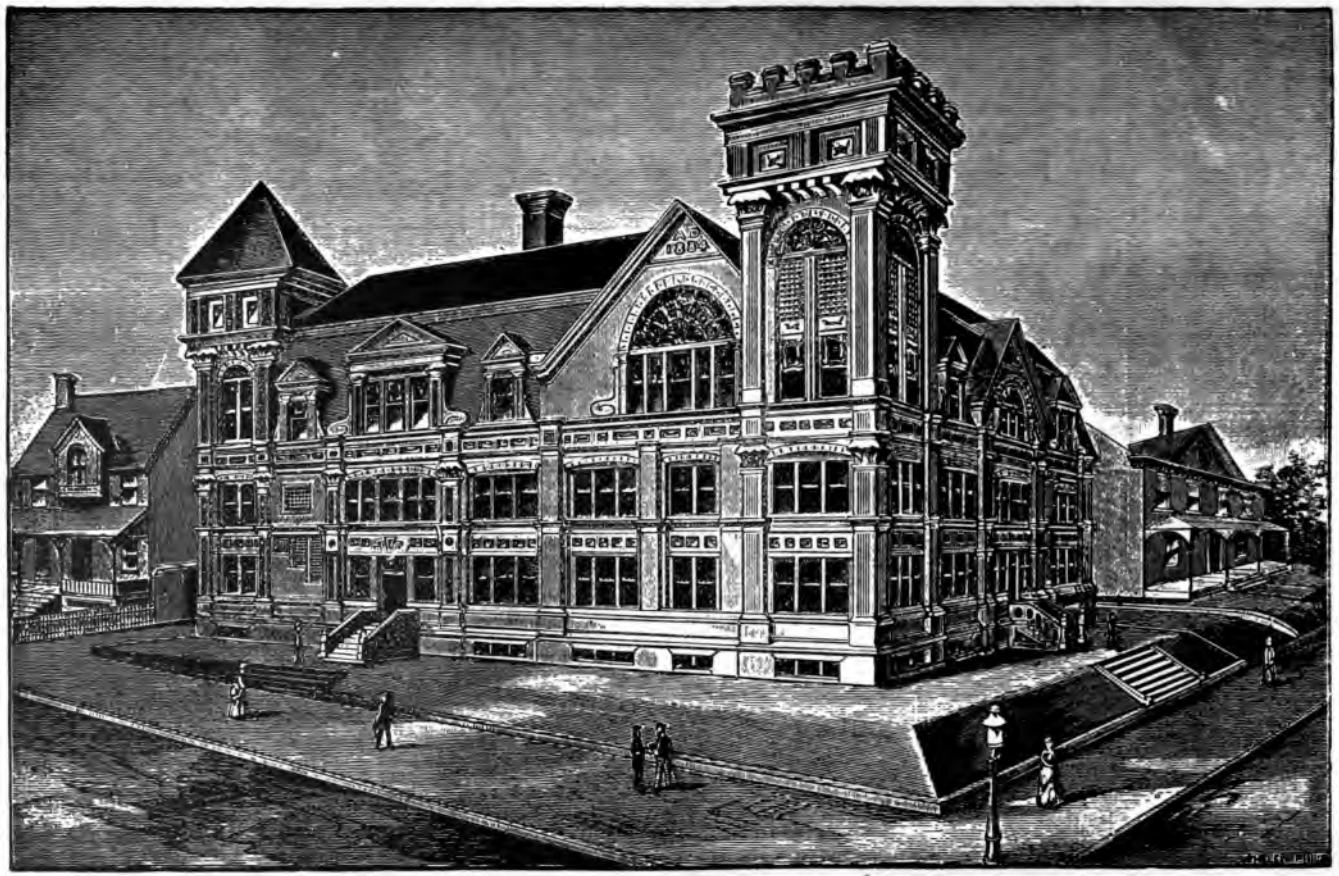
> The city of Wilmington, Del., occupies a peculiar situation in relation to the school systems of the East. Being one of the line of cities from New York to Washington, its educational movements are largely affected by what is transpiring in this region. The chief city of the little State of Delaware—a State which has yielded slowly to the free-school idea, and is still hampered by ancient prejudice—it offers an excellent model for its smaller cities, and is the natural headquarters of progressive ideas through the Commonwealth. For this achievement it is greatly indebted to its present superintendent of schools, Mr. David W. Harlan. Mr. Harlan belongs to the same type of school superintendents as Wilson of Washington, Caldwell of Nashville, and the lamented Mallon of Atlanta; who, with a thorough grasp of all the details of a system of city graded schools, and a clear apprehension of the objective point in public education, are content to work in a spirit of self-sacrificing toil, tireless patience, reliable sympathy with teachers, and generous forbearance with obstructionists and intriguers which never fails, in the end, to secure the approbation of any well-ordered community. * * * Wilmington has reason to be proud of her superintendent of schools; and many of her teachers, as we can testify from observation, are of excellent quality.

The following innovations have been introduced either by Supt. Harlan or through his influence: Teachers are granted time to visit other schools for the purpose of acquiring new ideas and methods. A training school for teachers has been established in which all candidates who have not had one year's successful experience are required to spend eighty days in training and on trial under the eye of a skillful teacher. For more than ten years merit has been the only road to preferment. Each teacher on the list of accepted applicants receives appointment and promotion in turn, unless unfitness has been evinced. The free text-book system is in use.

The pupil is ushered into mathematics through the Grubé method. Wilmington was one of the first cities in the land to introduce object lessons into primary schools, and in 1888 drawing also was added to the curriculum. For the first time in the history of the public schools of Wilmington the teachers held an institute in November, 1889. Its marked success was in a great measure due to Supt. Harlan.

WILMINGTON HIGH SCHOOL.

A high-school building, one of the finest in the country, was erected in 1884–'85 at Eighth and Adams streets, at a cost, when completed



and furnished, of $70,514.88. The boys' high school dates from 1871; the girls' high school from 1872. In October, 1889, a manual training school was opened in the basement of the high-school building. The following is a list of the principals of the boys' high school: Loring H. Barnum, 1871–'72; Albert F. Tenney, 1872–'73; Stansbury J. Willey, 1873–'82; Charles D. Raine, 1882; William W. Birdsall, 1882–'85; Thomas L. Graham, 1885–'88; A. H. Berlin, 1888 —.

The superintendent's report of August 22, 1892, gives the following facts concerning the public schools of Wilmington:

Total population of Wilmington according to census of 1890	61,437
Number of schoolhouses in use	27
High school for boys	1
High school for girls	1
Grammar schools	4
Primary schools	19
Whole number of teachers in day schools	193
Whole number of pupils enrolled during the year in day schools	9,163
Average daily attendance	6,778

The salaries of teachers range from $300 to $1,700 a year.

Growth of the city school system from 1873 to 1890.

For the year ending July 1—	Number of schoolhouses.	Number of sittings.	Whole number enrolled.	Average number belonging.	Average attendance of pupils.	Number of teachers.	For the year ending July 1—	Number of schoolhouses.	Number of sittings.	Whole number enrolled.	Average number belonging.	Average attendance of pupils.	Number of teachers.
1873	15	4,502	5,920	3,650	3,355	82	1882	19	5,920	7,123	5,191	4,600	117
1874	16	4,728	5,776	3,843	3,565	90	1883	20	6,713	7,675	5,823	5,197	132
1875	17	4,932	6,033	3,813	3,505	98	1884	22	7,090	8,259	6,374	5,718	155
1876	16	4,890	5,947	4,102	3,720	97	1885	23	7,228	8,718	6,663	5,974	161
1877	18	5,364	6,687	4,582	4,158	106	1886	24	7,665	8,677	6,876	6,237	162
1878	18	5,648	6,831	4,879	4,435	110	1887	24	7,640	8,814	6,813	6,170	167
1879	18	5,648	6,802	4,915	4,387	112	1888	24	7,510	8,694	6,505	5,809	162
1880	18	5,704	6,963	4,932	4,427	113	1889	25	7,952	8,994	6,880	6,233	168
1881	19	5,864	7,065	5,101	4,385	116	1890	26	8,008	9,184	7,001	6,193	175

Increase of attendance from 1873 to 1889.

For the year ending July 1—	Number of teachers.	Average attendance of pupils.	Average number belonging.	Whole number belonging.	For the year ending July 1—	Number of teachers.	Average attendance of pupils.	Average number belonging.	Whole number belonging.
1873	82	3,355	3,650	5,920	1882	117	4,600	5,191	7,123
1874	90	3,565	3,843	5,776	1883	132	5,197	5,823	7,675
1875	98	3,505	3,813	6,033	1884	155	5,718	6,374	8,259
1876	97	3,720	4,102	5,947	1885	161	5,974	6,663	8,718
1877	106	4,158	4,582	6,687	1886	162	6,237	6,876	8,677
1878	110	4,435	4,879	6,831	1887	167	6,170	6,813	8,814
1879	112	4,387	4,915	6,802	1888	162	5,809	6,505	8,694
1880	113	4,427	4,932	6,963	1889	168	6,233	6,880	8,994
1881	116	4,385	5,101	7,065					

The following table shows the attendance at the two high schools since 1875:

Year.	Boys' high school.						Girls' high school.					
	Number enrolled.	Largest average number belonging any month.	Average number belonging.	Average attendance.	Number received from lower public schools.	Number that quit the school before the end of the year.	Number enrolled.	Largest average number belonging any month.	Average number belonging.	Average attendance.	Number received from lower public schools.	Number that quit the school before the end of the year.
1875–'76	193	168	147	136	76	65	182	151	131	122	47	63
1876–'77	180	157	146	136	35	67	190	152	140	131	59	62
1877–'78	162	141	134	125	50	55	181	142	139	131	33	55
1878–'79	179	151	137	127	75	62	180	155	143	134	56	42
1879–'80	190	150	127	127	77	81	189	160	147	137	59	49
1880–'81	185	165	145	134	76	72	202	165	154	142	75	71
1881–'82	186	166	146	133	69	46	189	161	153	141	60	43
1882–'83	167	154	138	128	33	51	181	172	147	136	41	47
1883–'84	192	162	151	142	98	51	210	178	166	153	97	43
1884–'85	193	173	160	151	56	42	200	175	164	152	36	46
1885–'86	246	209	172	167	114	70	238	211	181	173	92	51
1886–'87	248	205	189	178	89	77	281	220	333	222	116	74
1887–'88	215	175	158	147	86	67	298	249	232	221	103	79
1888–'89	229	206	176	169	99	57	300	253	236	226	100	86

The following curriculum is in use in the Boys' High School:

Junior year.—Algebra, natural philosophy, physiology, Latin (begun), and language.

Middle year.—Algebra, geometry, rhetoric, chemistry, Cæsar.

Senior year.—English literature, mensuration, trigonometry, physical geography, bookkeeping, arithmetic, Virgil, and science of government.

The course of study in the Girls' High School agrees with the above except in the omission of chemistry and mensuration.

EDUCATION OF THE COLORED PEOPLE.

Efforts to educate the Negro in Delaware date from the beginning of the eighteenth century, when the Society for the Propagation of the Gospel encouraged the missionaries to instruct slaves in the catechism. Such feeble efforts were neither successful nor enduring. Before 1846 efforts had been made by the colored people to educate their children, but as late as 1866 there were only seven schools for colored people in the State: Three at Wilmington, two at Camden, one at Odessa, and one at Newport.[1] In December of that year, and shortly after the establishment of the Freedmen's Bureau at Washington, several philanthropic gentlemen met at the house of William S. Hilles, an influential citizen of Wilmington, for the purpose of discussing plans for the improvement of these schools and for the promotion of the education of colored people. Two weeks later, December 27, 1866, a public meeting was held in the Wilmington Institute, at which addresses were made describing the work done by the association organized in Baltimore a

[1] The writer is indebted to Henry C. Conrad, Esq., for many years actuary of the colored schools of Delaware, for the facts which follow.

few weeks before. Francis T. King and Dr. James Carey Thomas, eminent citizens of Baltimore, rendered valuable assistance in starting the movement, which terminated in the organization, on January 3, 1867, of the "Delaware Association for the Moral Improvement and Education of the Colored People."

The association at once undertook to accumulate a fund from which to pay the salaries of teachers. Contributions were solicited and received. The Freedmen's Bureau donated sufficient lumber to erect several schoolhouses. Rev. John G. Furey was appointed to superintend the work, and at the end of the first six months the number of schools had increased to 15; 7 in New Castle County, 4 in Kent, and 4 in Sussex; and more than 700 pupils had been enrolled. At first the teacher was paid a monthly salary from the funds of the association, while the colored people in the vicinity of the school were expected to furnish him with board and pay the incidental current expenses of the school. This they did by means of weekly payments of tuition by the pupils.

The agent of the association, who is termed the actuary, superintended the erection of buildings, appointed teachers to the several schools, and superintended the conduct of the schools. In 1875 there were 28 schools outside of Wilmington, and in that city the board of public education had taken the colored schools under their control. During the preceding eight years the association, by the help of the colored people, had supported these schools unaided by the State.

The general assembly of 1875 passed an act providing for the taxing of colored people for the support of their own schools. The funds thus accumulated were paid to the association and by it distributed equally among the several schools. The amount proved sufficient to meet only about one-third of the expenses, so that it rested upon the colored people to raise the remaining two-thirds by personal contributions and subscriptions from friends. From 1875 to 1881 they bore the entire burden of supporting their own schools, for the income of the association had diminished so that it barely sufficed to meet the expenses of the home office.

In 1881 the general assembly passed an act appropriating $2,400 annually from the State treasury to be distributed pro rata among the colored schools of each county. In 1883 this sum was increased to $5,000, and the State superintendent of public schools was at the same time given a general supervision over colored schools. The general assembly in 1887 increased the annual appropriation to $6,000, and gave to the county superintendents control and supervision of the colored schools in their respective counties. The appropriation was increased in 1891 to $9,000.

The first actuary of the colored schools was Rev. J. G. Furey, who rendered the cause valuable service. The labors of his successor,

Samuel Woolman, were likewise fruitful. Abbie C. Peckham was actuary from 1868 to 1874. She was succeeded by Mary S. Casperson, who in turn was followed by Mrs. Kate Irvine. In 1876 Henry C. Conrad was elected actuary.[1]

He found 29 schools in operation, with a total enrollment of 1,197.

The following table is taken from Mr. Conrad's biennial report for the period ending December 30, 1890:

Schools for colored children.

Counties.	Children of school age.	Pupils enrolled.	Average daily attendance.	Number school-houses.	Number teachers.	Number sittings.	Days taught.	Average monthly salary of teachers.	Received State appropriations.	Received taxes.	Total receipts.
Wilmington (city)	1,404	1,151	681	6	17	798	3,400	$40.79	.....	.....	.....
New Castle	1,058	872	595	21	21	*575	1,890	23.50	$2,000.00	$474.45	$2,474.45
Kent	1,715	1,501	901	30	30	*990	2,700	23.50	2,000.00	680.73	2,680.73
Sussex	1,365	1,132	674	28	28	*720	2,520	23.50	2,000.00	1,098.03	3,098.03
Total	5,542	4,656	2,851	85	96	3,083	10,510	.....	6,000.00	.....	.....

*Estimated.

The school term varies in length from three to eight months, but the average term in 1888 was four and one-half months.

The colored teachers hold under their own direction annual institutes, which have proved helpful to the cause. Pains have been taken to secure colored teachers well qualified for the work. The Biblical Institute at Baltimore, Md., Lincoln University, in Chester County, Pa., and the "Institute for Colored Youth" at Philadelphia, Pa., have furnished excellent teachers. Teachers have also been sent forth by the colored schools themselves.

[1] Henry C. Conrad was born in Bridesburg, Pa., April 25, 1852. In 1856 he removed with his father to Wilmington, where he has since resided. He was graduated from the Harvard Law School in 1873 and the following year was admitted to the Delaware bar. He took an active part in politics, and in 1879 was appointed United States commissioner and supervisor of elections, and was elected a member of the board of education. In 1880 he became editor of the Morning News, in the establishment of which he was largely instrumental, and made it the leading Republican newspaper in the State. Two years later he abandoned editorship and resumed his law practice, which now claims all his attention. In 1881 Mr. Conrad was president of the board of education, and in the following year of the city council. In 1885 he was the choice of the Republican party for mayor of the city of Wilmington.

Mr. Conrad has long been an active member of the Delaware Historical Society. He has frequently addressed historical, educational, and press associations, and has contributed papers of permanent historical and genealogical value to the literature of his State. Mr. Conrad's brochure on "The Press of Delaware" will be found in the Appendix. "Thones Kunders," Mr. Conrad's latest production, is an excellent bit of genealogical work.

The actuary reports that in his visits to the schools he has found the pupils, "almost without exception, orderly, respectful to their teachers, applying themselves diligently to study while in their seats, and, as a rule, prompt and correct in the answers given to questions addressed to them during recitations." The actuary, who knows more about the colored schools of Delaware than any other living man, throws considerable light upon the much-mooted question of "mixed schools" in Delaware. He remarks:

I have never found any disposition among the colored people to desire their children educated in the same school building with white children, or to claim "mixed schools," as has so often been asserted. On the contrary, I believe the overwhelming and practically unanimous sentiment among colored people is emphatically in favor of separate and distinct schools for their own children.

Whatever advance has been made in the education of the Delaware Negro during the last seventeen years is largely due to the unremunerated but untiring efforts of Henry C. Conrad. The colored people have expressed their appreciation of his services and their regard for his personality in costly testimonials, and to him they continue to look for inspiration and encouragement.

The following laws relating to schools for colored persons are in force in Delaware:[1]

The levy courts in the several counties of this State are required to levy annually, in the month of April, a tax of 30 cents in the hundred dollars, and so pro rata, on the assessments of the real and personal property and poll of colored persons, as they stand upon the assessment lists of the several hundreds, which tax is to be set apart as a distinct fund for the maintenance of schools for colored youth in the State.

All moneys collected under this act are to be paid, as other taxes, to the county treasurer in each county, to be kept by him as a separate fund, and to be paid by him to the treasurer of the "Delaware Association for the Education of Colored People."

The fund arising from the provisions of this act and paid to said association is to go to the support and maintenance of schools for colored youth throughout the State, and to be distributed by the said association. The treasurer of said association is to give bond to the State of Delaware, in the penal sum of $2,000, for the faithful application of the moneys received under this act.

To these should be added those already noted above.

[1] Report of the Commissioner of Education, 1885–'86, p. 71.

CHAPTER XI.

A BIBLIOGRAPHY OF THE HISTORY OF EDUCATION IN DELAWARE.

This is the first attempt to write a history of education in Delaware. The writer has therefore resorted to original sources. His ambition is to produce a comprehensive and accurate work in order that readers and future writers may consult it with confidence. To this end he has sometimes sacrified style and order that the sources may speak for themselves. If he has sometimes failed, he believes the failure is due to the want of materials.

Delaware was visited from end to end, and almost every educator and friend to education in the State was consulted. The libraries of Washington, Baltimore, Philadelphia, New York, and Wilmington were ransacked. Even the excellent collection of Americana in the library of the Wisconsin State Historical Society at Madison, Wis., contributed materials. Special mention should be made of those great storehouses of sources, the Peabody Library, of Baltimore; the library of the Historical Society of Pennsylvania, at Philadelphia, which contains the Charlemagne Tower collection of Colonial Laws; the library of the Historical Society of Delaware, at Wilmington; and the library of the National Bureau of Education. The greatest aid has been received from the records of the early settlers, the State records, the minutes of educational institutions, catalogues, pamphlets, reports, and interviews with prominent men.

To name all to whom the writer is indebted would unduly prolong this chapter. But he would be ungracious and ungrateful not to mention Henry C. Conrad, actuary of the colored schools, and Stephen B. Weeks, PH. D., of North Carolina, to both of whom the writer is deeply indebted for much information and advice; Hon. Joseph P. Comegys, the lamented chief justice of Delaware, and Hon. George P. Fisher, ex-First Auditor of the Treasury at Washington, both of whom supplied facts concerning schools in Dover; Frederick D. Stone, librarian of the Historical Society of Pennsylvania, who gave information concerning early education; A. N. Raub, PH. D., president of Delaware College; George G. Evans, esq., Dr. William H. Purnell, and Prof. Charles S. Conwell, all of whom contributed facts to the sketch of Delaware College; D. W. Harlan, superintendent of Wilmington public schools; W. L. Gooding, PH. D., principal of Wilmington Conference Academy;

Herman Bessey, ex-superintendent of public schools in New Castle County; Dr. David L. Mustard, the late Dr. D. Hayes Agnew, Dr. Epher Whitaker, the late Prof. Eben Norton Horsford, E. N. Powell, esq., W. Lee Cannon, esq., and last, but by no means least, Mrs. Mary A. Powell, the writer's mother.

The following bibliography includes all the sources of material, except such works as Winsor's and Bancroft's, which furnished material for the early history of Delaware:

A History of New Sweden; or, The Settlements on the River Delaware. By Israel Acrelius, provost of the Swedish churches in America, and rector of the Old Swedes' Church, Wilmington, Del. Translated from the Swedish, with an introduction and notes, by William M. Reynolds, D. D. (Philadelphia, 1874.)

This work, written about 1758, gave the most complete and accurate account of the Swedes in Delaware till then published. It contains occasional references to schools and schoolmasters.

A Short History of the Province of New Sweden. By Thomas Campanius Holm.

The work was written in 1702, and translated by Peter S. Du Ponceau in 1834 (Philadelphia). The author was a grandson of Rev. Johan Campanius Holm, who accompanied Governor Printz to New Sweden in 1643. His narrative is based upon manuscripts of his grandfather, oral communications of his father, and the writings of Governor Rising and Engineer Lindström. It is occasionally inaccurate; notably the statement that the Swedes settled on the Delaware as early as 1631. There are but few facts concerning education.

The Annals of the Swedes on the Delaware. By the Rev. Jehu Curtis Clay, rector of the Swedish churches in Philadelphia and its vicinity.

The first edition (Philadelphia, 1835) contains also the charter of the United Swedish Churches, but in the second edition (1858) the charter was omitted. Besides much of the matter given in Holm and Acrelius, there is also a short account of the colony from manuscripts of the Rev. Andreas Rudman (he came to New Sweden in 1697), translated by Rev. Nicholas Collin. Considerable light is thrown on education at Christina, now Wilmington.

A history of the original settlements on the Delaware, from its discovery by Hudson to the colonization under William Penn, to which is added an account of the ecclesiastical affairs of the Swedish settlers and a history of Wilmington from its earliest settlement to the present time. By Benjamin Ferris. Wilmington, 1846.

This gives a full account of New Sweden from works already published in English, but has little to say concerning education.

Annals of Pennsylvania from the discovery of the Delaware. By Samuel Hazard. 1609–1682. Philadelphia, 1850.

A comprehensive history of New Sweden, based upon the early records at Albany and manuscripts of the American Philosophical Society. It throws some light upon Dutch and English as well as Swedish education.

The records of Holy Trinity (Old Swedes) Church, Wilmington, Del., from 1697 to 1773. Translated from the Original Swedish by Horace

Burr, with an abstract of the English records from 1773 to 1810. Published by the Historical Society of Delaware. Wilmington, 1890.

This is undoubtedly the best source of information concerning the industrial and educational development of the Swedish settlement at Wilmington. Its trustworthiness depends upon the fact that it was written, diary-like, from day to day. It serves to correct as well as supplement earlier narratives. The character of the teachers, progress of the schools, and even of individual pupils are faithfully portrayed.

Early Clergy of Pennsylvania and Delaware. By Rev. S. F. Hotchkin, M. A. Philadelphia, 1890.

The history of the Swedish clergy is narrated, but there is nothing new concerning education.

The British Empire in America, containing the history of the discovery, settlement, progress, and present state of all the British colonies on the continent and islands of America. By J. Oldmixon. 2 vols. London, 1708.

This says little or nothing concerning education in Delaware, but describes Dover, Lewes, and other towns as they were at that date.

Pennsylvania Archives, second series, Vol. V. Papers relating to the colonies on the Delaware, 1614–1682. Harrisburg, 1877.

This contains some information concerning Dutch schools.

Documents Relative to the Colonial History of the State of New York, Vol. I., procured by John Romeyn Brodhead in Holland, England, and France. Edited by E. B. O'Callaghan. Albany, 1856.

This throws some light on education among the Dutch.

History of the State of New York. By John Romeyn Brodhead. 2 vols. New York, 1859.

The best account of the relations between the Swedes and the Dutch.

Thompson's History of Long Island. 2 vols. New York, 1873.

The History of Pennsylvania, in North America, 1681–1742. By Robert Proud. 2 vols. Philadelphia, 1797.

History of the Religious Society of Friends. From its rise to the year 1828. By Samuel M. Janney. 4 vols. Philadelphia, 1867.

This and the following book describe Quaker education at Philadelphia.

The History of the Society of Friends in America. By James Bowden. 2 vols. London, 1850.

Annals of Philadelphia and Pennsylvania in the Olden Time. By John F. Watson. 2 vols. Philadelphia, 1850.

This gives interesting facts concerning early education.

A Chapter in English Church History, being the minutes of the Society for Promoting Christian Knowledge, for the years 1698–1704, together with abstracts of correspondents' letters during part of same period. Edited by Rev. Edmund McClure, M. A. London, 1888.

This describes the origin of the Society for the Propagation of the Gospel in Foreign Parts, as does also the following monograph.

The Religious Development in the Province of North Carolina. By Stephen B. Weeks, PH. D. Published in the Johns Hopkins University *Studies in* History and Political Science, Volume X, Nos. V–VI, 1892.

Historical Account of the Incorporated Society for the Propagation of the Gospel in Foreign Parts. By David Humphreys, D. D. London, 1730. Reports of the same society.

This describes the missionary and educational services in Delaware of the Society for the Propagation of the Gospel in Foreign Parts.

Duke of York's Book of Laws, 1676–1682. Published together with "Charter to William Penn and Laws of the Province of Pennsylvania, passed between 1682 and 1700." Harrisburg, 1879.

This furnishes legislative provisions for education in Pennsylvania and Delaware from 1676 to 1700.

Laws of Delaware from the separation from Pennsylvania until the present time.

The most valuable collection of early Delaware laws is included in "The Charlemagne Tower Collection of American Colonial Laws," and consists of laws dated 1734, 1741, 1752, 1763, 1780, 1781, 1782. Mr. Charlemagne Tower (1809–1889) was a cultured and wealthy Philadelphia citizen who devoted no small part of his fortune to the collection of American colonial laws. After his death the laws were presented by his widow to the Pennsylvania Historical Society, which had them handsomely bound, encased, and stored in their library as "The Charlemagne Tower Collection of American Colonial Laws." This collection, with the volumes the society can add to it, embraces the first extant edition of laws issued by each of the colonies which formed the United States, except Rhode Island, New Jersey, and Maryland, the first edition of the laws of Vermont, as well as those of the British and Danish West Indies. The first edition is supplemented in almost every case not only by all or nearly all of the subsequent revisions issued prior to 1800, but, with the exception of North Carolina and Georgia, by those rarest of rare books, the original session laws. All the Delaware revisions are in the collection, as well as a number of session laws. This splendid collection of original statutes will henceforth prove one of the most valuable sources for the student of our colonial history. Of the laws of Delaware, that dated 1763 was the only one found throwing light on early education.

Minutes of the Provincial Council of Pennsylvania, from the organization to the termination of the Proprietary Government. 3 vols. Harrisburg, 1838.

This gives many facts concerning English education.

Minutes of the General Assembly of Delaware. Journal of the House of Representatives, especially Vol. II, which contains governors' messages.

Historical Collections Relating to the American Colonial Church. Edited by William Stevens Perry, D. D.

Vol. V describes the early efforts of missionaries in Delaware to instruct children and servants. Education at New Castle receives special attention.

Records of the Presbyterian Church in the United States of America: embracing the Minutes of the Presbytery of Philadelphia, from A. D. 1706 to 1816; Minutes of the Synod of Philadelphia, from A. D. 1717 to 1758; Minutes of the Synod of New York, from A. D. 1745 to 1758; Minutes of the Synod of Philadelphia and New York, from A. D. 1758 to 1788. Philadelphia, 1841.

In this work, as well as the following, the influence of the Presbyterian Church in arousing an interest in higher education is portrayed, and the beginnings of Newark Academy are outlined.

A History of the Presbyterian Church in America, from its Origin until the year 1760, with Biographical Sketches of its Early Ministers. By the Rev. Richard Webster. Philadelphia, 1857.

Nevin's Presbyterian Encyclopædia. Article on E. W. Gilbert.

Sprague's Annals of the American Pulpit.

Vols. III and IV give sketches of prominent Presbyterian educators in Delaware.

Reminiscences and Memoirs of North Carolina and Eminent North Carolinians. By John H. Wheeler. Columbus, Ohio, 1884.

History of North Carolina (1584–1729). 2 vols. By Francis L. Hawks. Fayetteville, N. C., 1857.

Reminiscences of Wilmington in Familiar Village Tales, Ancient and New. By Elizabeth Montgomery. Philadelphia, 1851.

This is very rich in materials concerning old schools and schoolmasters in Wilmington.

The John Dickinson Pamphlets.

These throw some light on Wilmington schools of the last century. They were rendered accessible to the writer by the efficient librarian of the Pennsylvania Historical Society, Mr. Frederick D. Stone. Some of them will be published as a supplementary volume to the life of John Dickinson, by Dr. Charles J. Stillé.

The Pennsylvania Magazine of History and Biography. Vol. VIII, 1884. Article on Matthew Wilson, D. D., of Lewes, Delaware. By the Rev. Edward D. Neill. Vol. V, 1881, 412 *et seq.* Diary of Capt. John Montresor.

These furnish material for the history of Newark Academy.

The History of Printing in America. By Isaiah Thomas, LL. D. 2 vols. Albany, N. Y., 1874.

This constitutes Vols. V and VI of the Transactions and Collections of the American Antiquarian Society. It furnishes a few facts concerning printing in Delaware.

The Press of Delaware. By Henry C. Conrad, 1882. *See* Appendix.

Barnard's Journal of Education, Vols. I, II, XVI, XVII, XVIII, XXIV, and others.

Reports of the Department of Education, especially Barnard's for 1867–'68, and the Commissioner's reports during the last twelve years.

These furnish abundant material for the history of public education.

Reports of the superintendents of public schools in Delaware. History of the free schools of Delaware. By J. H. Groves, superintendent of free schools of Delaware from 1875 to 1882. Published in the annual report for 1880.

This is an excellent sketch, although brief, and has been freely used by the writer.

Wickersham's History of Education in Pennsylvania. Lancaster, Pa., 1886.

This is the best recent book touching early education in Delaware, but its *authority is* weakened by an absence of footnotes and the failure to cite sources.

Historical and Biographical Encyclopædia of Delaware. By J. M. McCarter and B. F. Jackson. Wilmington, Del., 1882.

This gives a short and fairly accurate sketch of public education, colored schools, Wilmington Conference Academy, and Delaware College.

J. Thomas Scharf: History of Delaware. 2 Vols. Philadelphia, 1888.

This is the largest and best history of Delaware ever written. The subject of education is treated fairly and accurately. Frequent use has been made of it in the preparation of this monograph. Luff's Biography and Lednum's Rise of Methodism, quoted by Scharf, were not accessible to the writer.

Newark, Delaware: Past and Present. By Egbert G. Handy and James L. Vallandigham, jr. Newark, 1882.

This brochure of 91 pages contains interesting and trustworthy sketches of Delaware College and Newark Academy.

Methodism of the Peninsula. By Robert W. Todd. Methodist Book Rooms, Philadelpha, 1886.

The History of Federal and State Aid to Higher Education in the United States. By Frank W. Blackmar, PH. D., Bureau of Education. Circular of Information No. 1, 1890.

Education in the United States: A History from the Earliest Settlements. By Richard A. Boone. International Education Series, Vol. XI, 1889.

Minutes of the board of trustees and minutes of the faculty of Delaware College, from its foundation to the present time.

These were placed in the hands of the writer through the courtesy of George G. Evans, esq., secretary of the board of trustees. The history of Delaware College was based upon these and the catalogues on file.

Minutes of the board of trustees of Newark Academy.

These furnished valuable material in writing a sketch of that institution.

A historical sketch of Delaware College by President W. H. Purnell, LL. D., Delaware College Review, July, 1884.

Catalogues of Delaware College and its literary societies.

The Delaware Gazette, 1847. Series of letters on Delaware College.

The Baltimore Sun, April, 1853. Articles on the Roach case.

American Almanac. Statistics on education.

Niles's Register. Statistics on education.

New England Journal of Education, December 13, 1883. Article on Wilmington schools.

Dictionary of National Biography. Edited by Leslie Stephens. Article on William Cobbett.

Appleton's Cyclopædia of American Biography. Articles on Hugh Williamson, John Ewing, Daniel Kirkwood, Richard S. Mason, and others.

Beeton's Dictionary of Universal Biography. Articles on Lewis Cass and others.

APPENDIX.

THE PRESS OF DELAWARE: ITS ORIGIN AND GROWTH.

By Henry C. Conrad.[1]

WILMINGTON.

The oldest paper in the State of Delaware is The Delaware Gazette. The first number appeared in 1784, under the ownership of Jacob Craig. He was succeeded by Moses Bradford, who some years after was connected with the Delaware State Journal, and he in turn gave way to Samuel Harker, who sold it to Mr. Upham, who afterwards became mayor of Milwaukee and governor of Wisconsin. Mr. Upham sold it to John Newton Harker, and Harker sold half interest to Henry Bosee, and for a year it was published by the firm of Harker & Bosee. In 1843 Mr. Caleb P. Johnson bought the half interest of Mr. Harker, and for a year it was published by Bosee & Johnson. Mr. Bosee then retired and Mr. Harker resumed his interest, and the firm then became Harker & Johnson. For the next three years two or three more changes occurred, Mr. Johnson continuing all the time as a partner, and Mr. Bosee and Harker being partners at different times. For six years the firm name was Johnson & Chandler, composed of C. P. Johnson and William Penn Chandler, and in 1853 Mr. C. P. Johnson became sole proprietor. On the first day of April, 1872, the first issue of the Gazette as a daily appeared. Mr. Johnson continued the sole proprietor of both the daily and weekly editions until May 1, 1882, at which time he sold out both papers, including the job department, to J. B. Bell and Merris Taylor, two young men, who for several years past have been actively connected with Delaware journalism.

The Delaware State Journal was established in 1831 by the firm of Brynberg & Porter, composed of Peter Brynberg and Robert Porter, and with Moses Bradford, the father of Hon. E. G. Bradford, at present United States judge for the district of Delaware, as editor. After

[1] This sketch was read at the meeting of the Peninsula Press Association at Oxford, Md., August 29, 1882, and published by Mr. Conrad in pamphlet form. He has kindly consented to its publication in this connection. The writer takes issue with Mr. Conrad concerning the first newspaper published in the State, holding it to have been the Wilmington Courant, published at Wilmington in 1762 by James Adams (see p. 32). Mr. Conrad was himself in doubt, but now inclines to agree with the writer.

a year or so Mr. Brynberg retired and John B. Porter, a son of the remaining partner, came into the firm, which then became Porter & Son. About 1833 or 1834, William P. Brobson, a talented lawyer of Wilmington, and a clear and forcible writer, became editor, and continued as such until the death of Robert Porter, about 1836, when Henry H. J. Naff became partner with John B. Porter in the proprietorship and editor of the paper. The paper continued under the management of Porter & Naff for the succeeding 12 or 13 years, when Mr. Naff was appointed postmaster of Wilmington, and at the solicitation of John M. Clayton, who was at that time the Secretary of State of President Zachary Taylor, he retired from the Journal, being succeeded by Henry Eckel. The firm then became Porter & Eckel, with Joseph M. Barr as editor. Mr. Barr continued but a few months as editor, and Mr. Porter sold his interest to John A. Allderdice, who became a partner with Mr. Eckel, the firm name being Eckel & Co. Mr. Allderdice assumed the editorial chair and continued in it for about 18 months, during part of which time he was assisted by Leonard E. Wales, at present associate judge of the superior court of the State of Delaware. Dr. James F. Wilson purchased Allderdice's interest, and Mr. Eckel became editor, the firm name remaining as before. In 1855 the Statesman, which had been published by Dr. Heywood, became united with the Journal, and J. T. Heald became a partner with Mr. Wilson and Mr. Eckel in its publication. Mr. Heald retired in a very short time and Dr. Wilson disposed of his interest to Mr. Eckel in 1862, and for the succeeding ten years Mr. Eckel continued to be editor and sole proprietor. In May, 1872, the Journal passed into the hands of Croasdale & Cameron and was merged with the Every Evening then published by them.

In 1840 the Delaware Sentinel was started in Wilmington by the anti-Clayton wing of the Whig party, with William Naudain as editor. It did not prove a success, and at the end of nine months a committee of gentlemen who were financially interested in it, headed by Dr. James W. Thompson, took charge of it and changed its name to the Delaware Democrat. After running it a short time it was sold to Henry H. Cannon, a gentleman who had a year or so previous started a paper at Georgetown, Del., called the Republican. He came to Wilmington and merged the two papers under the name of the Delaware Republican about the year 1841, taking in John H. Barr as a partner, but Mr. Barr retiring shortly, his interest was purchased by William T. Jeandell and William S. Miles, both printers. It was published in the name of Cannon & Co. A few months afterwards Mr. Cannon sold his interest to John A. Allderdice, and the firm then became Allderdice, Jeandell & Miles. There were disputes between the partners and the paper got under the control of a party appointed by the court of chancery. Henry S. Evans, of West Chester, finally purchased the entire paper and sent his brother, Columbus P. Evans, to manage his interest,

who shortly afterwards in February, 1845, took into partnership George W. Vernon. The Republican was published for nine years by the firm of Evans & Vernon, when Mr. Evans died and it finally came into the sole ownership of Mr. Vernon, who continued alone to publish it until a few years ago, when three of his sons, W. Scott Vernon, George F. Vernon, and Howard B. Vernon, were admitted into partnership and the firm name of George W. Vernon & Sons adopted, under whose management the Daily and Weekly Republican now appear, the daily being started in 1874.

About the year 1840 several small papers made their appearance in Wilmington, but they were short lived and failed to become established. Dr. Henry Gibbons published for a few years a temperance paper called The Standard, and among those devoted particularly to the political campaign of 1840 were the Democrat, Delaware Blue, the Loco Foco, and the Porcupine.

In 1845 the Blue Hen's Chicken was started under the direction of William T. Jeandell and Francis Vincent. Mr. Jeandell disposed of his interest to Augustine Maille, who about three months after sold out to Mr. Vincent, who then became sole proprietor. Mr. Vincent continued its publication for several years, and in 1854 sold it to Dr. J. F. Heywood, who was then mayor of Wilmington. Dr. Heywood united it with the Statesman, previously published by him, but he was not successful with it, and after holding it for eleven months sold out to Henry Eckel, who, as previously stated, united it with the Delaware State Journal.

About the year 1848 George Washington Lowe started a temperance paper in Wilmington called the Temperance Herald. He gave it up and John Newton Harker, who had previously been interested in the Gazette, started the Delawarean with the office fixtures. He sold out to Augustine Maille in 1850, but bad luck overtook Maille and the sheriff sold out the entire establishment, H. H. J. Naff being the purchaser; but it afterwards fell into the hands of Daniel Hulley, who used the type and fixtures in the publication of the Patriotic Politician, at the southeast corner of Sixth and Shipley streets. Dr. White and Dr. Stradley started a paper some years after called the Democrat. It was turned into an independent paper and Mr. Wharton, of Dover, joined with Dr. Stradley in the management. Afterwards Mr. Wharton retired and William T. Jeandell joined with Dr. Stradley and the name was changed to the Commonwealth. Joseph M. Barr afterwards bought the paper and in 1861 sold it to Francis Vincent, who changed its name to the Blue Hen's Chicken. It next fell into the hands of Allen & Biddle, and while owned by them got into financial difficulties and its publication was discontinued.

During the campaign of 1860 the Delaware Inquirer was started by James Montgomery as a champion of Stephen A. Douglas for the Presidency. It continued for about five years, or until the close

of the Civil War, when it passed into the hands of James B. Riggs, who failed in sustaining it, and a few months afterwards the materials and office fixtures came into the possession of Caleb P. Johnson, editor of the Delaware Gazette.

About 1857 the first effort was made to start a daily newspaper in Wilmington by Henry L. Bonsall, at present principal of the public schools of Camden, N. J. He published a small paper called the Daily Enterprise, but it failed to receive the support of the public and soon suspended publication. In 1866 a Mr. Tyler started a subscription list and laid the groundwork for the establishment of a daily paper in Wilmington. Before he had perfected his arrangements Howard M. Jenkins and Wilmer Atkinson, two young men from Pennsylvania, came upon the ground, reimbursed Mr. Tyler for the work done, and started the Daily Commercial. For five years the Commercial had the monopoly of the daily field in Wilmington. It was a bright, vigorous paper, and a credit to its publishers. In 1871 the Every Evening, "a 1-cent afternoon paper," made its appearance, edited by William T. Croasdale and published by the firm of Croasdale & Cameron, composed of William T. Croasdale and Gilbert C. Cameron. It proved a success, and rapidly forged to the front. In the course of a few years it came under the control of the Every Evening Publishing Company, by whom it is still published, and some four or five years ago the Daily Commercial was bought by the Every Evening Publishing Company, and the two papers united under the name of the Every Evening and Daily Commercial in April, 1877. Mr. Croasdale continued as editor until March, 1882, when he removed to Baltimore to take charge of the Baltimore Day, being succeeded as editor by Mr. Edward N. Vallandigham.

The Morning Herald, the first daily morning paper published in the State, was an outgrowth of the Wilmington Advertiser, a small advertising sheet, started by George Chance in connection with his job printing establishment. The leading spirit in the establishment of the Morning Herald was John O'Byrne, esq., a leading member of the Philadelphia bar, who came to Wilmington and took up his residence. It was controlled by three of his sons and a sister, Miss Catherine O'Byrne, under the firm name of George O'Byrne & Co. The first number was issued in August, 1876, and for some months it gave promise of vigor and long life, but it soon showed lack of management, and got tangled up financially, but continued to appear until March, 1880, when it passed into the hands of John H. Emerson, one of the pioneer newspaper men of the peninsula, who, with Henry C. Conrad, a member of the New Castle County bar, and the writer of this sketch, formed a partnership under the firm name of Emerson & Conrad, and in place of the Herald issued a morning paper called the Morning News. Mr. Emerson only continued in the management about four months, when his interest was purchased by Isaac R. Pennypacker, and the firm of Conrad & Pennypacker was formed, under whose direction the News continued until

January, 1882, when it passed under the control of the News Publishing Company, with Watson R. Sperry, formerly of the New York Evening Post, as editor-in-chief, by whom it is published at the present time.

SUNDAY PAPERS.

The first Sunday paper published in Wilmington was called the Sunday Dispatch, and was started by Francis Scheu in 1878. It continued about two years and a half.

In July, 1880, D. Taylor Bradford started the Sunday Mirror, but after an existence of about five months its publication was suspended.

On March 6, 1881, the Sunday Star was established, with J. B. Bell as editor and proprietor. It proved a success and is still in existence, with every prospect of a long life.

GERMAN PAPERS.

The first paper printed in the German language published in Delaware was started in Wilmington in 1859 by Frederick Hæhnle. It was a weekly publication and was called the Delaware Pioneer. In 1861 it passed into the hands of Herman Lau, who continued to publish it until his death, which occurred in 1876, when it was bought by Francis Scheu, who still publishes it. In connection with the Pioneer Mr. Scheu started, in January, 1881, a daily paper printed in German, called the Freie Presse, which is still in existence.

RELIGIOUS NEWSPAPERS.

The Conference Worker, a religious paper, devoted to the interests of the Wilmington Conference M. E. Church, was started in 1875 by W. S. Armour and Charles H. Sentman. Mr. Armour retired in about six months, and F. J. Lindsay and R. F. Corchran came in with Mr. Sentman as partners, but at the end of about a year Mr. Sentman bought out their interest and became sole proprietor, and has so continued since.

NEW CASTLE.

The New Castle Star has been until recently under the control of J. Albert Whitelock. It is the only paper published in the city of New Castle. It was originally published by a young man named George J. Herman, and its existence has been marked by many changes and seeming discouragements. The present proprietor is Joseph C. White. The experience of the past would indicate that New Castle has not been a rose-hued field for journalists. The Gazette, published in 1836 by Enoch E. Camp, and the Diamond State and Record, established a few years later by George W. Mahan, both failed to go, and after a trial of about a year were discontinued.

MIDDLETOWN.

Middletown seems to have been "left," as far as newspapers were concerned, as I can find no record of any paper being started there until 1867, when the Transcript was established by Mr. Henry Vanderford, formerly of the Cecil Democrat. He relinquished in favor of his son, Charles H. Vanderford, and he sold out to Edward Reynolds, who in turn disposed of it to Mr. W. Scott Way in 1877, the present affable and efficient secretary of our association, who for the last five years has made the Transcript "bright shining as the sun."

NEWARK.

During the year 1875 Charles H. Sentman, the present editor of the the Conference Worker, made some exertions towards starting a paper at Newark, but abandoned it. The Saturday Visitor, the first paper ever published in Newark, made its first appearance on February 11, 1876, under the control of J. H. Rowlenson, a young man who came from Centerville, Md. It is related of him that he had but 35 cents in his pocket when he brought up at Newark. He was a practical printer and had considerable journalistic ability, but his dissipated habits interfered with his success. Only a few numbers of the Visitor appeared when the name was changed to the Record, and in less than a year's time Rowlenson became discouraged and sold out to J. M. Armstrong, of New York City, who also failed to make it go, and in about a year afterwards the paper passed into the hands of Samuel D. McCartney, of Philadelphia, who changed the name to the Journal. A short experience convinced Mr. McCartney that he could not succeed, and in a brief time he sold out to L. Theodore Esling, a young man who had assisted Mr. McCartney in the office. Mr. Esling changed the name to the Newark Ledger, and by close application to business he built up the paper and it soon began to show growth and thrift. In January, 1881, Mr. Esling was cut off by death, and the paper for nearly three months afterwards did not appear. It was then purchased by Maj. F. A. G. Handy, of Washington, D. C., one of the ablest and most popular Washington correspondents. His brother, Egbert G. Handy, who was at that time connected with the Philadelphia Press, was put in charge of the paper, and about four months later purchased the property, the name being changed to the Delaware Ledger. Under Mr. Handy's management Newark has a paper which in all regards is a credit to her, the editorial utterances of the Ledger being very largely quoted by other journals.

SMYRNA.

The first paper published in Smyrna was the Smyrna Telegraph, started in 1839 by Samuel L. Jones. He got into debt and into jail as the result of the debt, and in 1847 or 1848 the paper fell into the hands of some

temperance men, who ran it in behalf of the prohibition cause. Abraham Poulson published it for a while for the temperance people and then became the owner himself with the name of the Delaware Herald and Peninsula Advocate. At one time he had a partner, I. W. Cooper, but the paper did not prove successful and subsequently, about 1854, fell into the hands of T. L. Poulson and R. D. Hoffecker. It continued for a few months as the Herald and Advocate until the retirement of Mr. Poulson, who entered the ministry. The junior partner changed the name to the Smyrna Times. In 1865 Mr. Joseph H. Hoffecker assumed the management and it continued under him until January, 1878, when Robert D. Hoffecker again assumed control and he still continues to be editor and proprietor.

CLAYTON.

The Clayton Herald was started at Clayton in 1867 by Mrs. R. McConanghy, but it collapsed in a couple of years. The materials were afterward used in the publication of the Herald and the Intelligencer at Smyrna, but both proved short-lived and soon went out of existence.

DOVER.

Dover has attracted a good many newspaper efforts, but only two remain—the Delawarean, under the management of Mr. Charles E. Fenn, and the State Sentinel with Henry W. Cannon as editor and proprietor.[1] In 1825 the Delaware Record and Federal Advertiser was published by Mr. J. Robinson, as a J. Q. Adams campaign paper; and William Huffington, who afterward became mayor of Wilmington, started a monthly publication in Dover in 1838, called the Delaware Register. It lasted only a few months. Samuel F. Shinn published the Delaware Intelligencer in 1822. In 1853 Mr. George W. S. Nicholson started the Delaware State Reporter. It continued for several years as a Democratic paper under Mr. Nicholson's management, and then passed into the hands of William Sharp, who published it a few months, and the paper was discontinued. The Delawarean, with James Kirk as editor and proprietor, first appeared in 1859. The State Sentinel was founded in 1874 by Henry W. Cannon, its present owner and editor. The Delaware Sentinel was started in 1856 by Wharton & Harrington, but did not continue but a short time. A paper called the Protectionist also had a short existence in Dover.

MILFORD.

The first paper published in Milford was the Beacon, founded in 1848 by John H. Emerson, at present editor of the Denton (Md.) Union. He continued to run the Beacon for three years when he sold it to Col. J.

[1] There is now also the Index, a vigorous journal, L. P. P.

Hart Conrad, of Philadelphia. Col. Conrad edited it for about a year, when he died, and the establishment passed into the hands of James B. Mahan, who had been foreman and assistant editor for Col. Conrad. George W. Mahan was admitted to a part interest, and the paper under the name of the Beacon, continued under the management of the Mahan Bros. until 1859, when the name was changed to the Diamond State, and the paper removed to New Castle, where its publication was continued under the same management. The Sussex Gleaner was started in South Milford in 1856, but could not be made to go. In 1857 the name of the Beacon was revived in a newspaper started by a Mr. Chambers, from Maryland, and he, soon after its inception, sold to W. W. Austin, who discontinued it in a few months. In the same year (1857) two other papers were started in Milford. The Peninsular News and Advertiser, by James D. Prettyman, and the Observer, by Truitt & Ennis. Three newspapers seemed to be more than were needed, and the result was the discontinuance of the Beacon and the Observer and the survival of the News and Advertiser. The latter had a stormy and varied existence. It continued for six years but was continually changing in ownership. In that time it was under the control of Prettyman & Hudson, Dr. John S. Prettyman, E. P. Aldred, James B. Mahan, and W. H. Hutchin. From 1863 to 1867 but one effort was made to establish a paper at Milford. A gentleman named Briggs, from Wilmington, started the Milford Statesman, but it proved a failure after a few numbers had been issued. In 1867 James B. Mahan again came to the front and started the Milford Argus. In a few months it was disposed of to the Revell Brothers, who published it about a year when J. Lowery & Co. purchased it and changed the name to Our Mutual Friend. In 1870 it passed into the hands of Gen. Levi Harris & Co., who ran it a year when Dr. John S. Prettyman purchased the whole establishment, and in 1872 started the Peninsula News and Advertiser, associating with himself Dr. W. C. Davidson as editor, and William P. Corsa as publisher. Dr. Prettyman continued to control it for several years, and in January, 1880, sold it to his son Harry H. Prettyman, who took in Henry Harris, of Wisconsin, as a partner, in March, 1880. In August, 1880, Henry L. Hynson bought Prettyman's interest and it was published by Harris and Hynson until November, 1881, when H. L. Hynson became sole proprietor, by whom it is at present conducted. The Milford Chronicle was started October 1, 1878, by Julius E. Scott and Theodore Townsend. On January 1, 1881, Mr. Scott sold his interest to William P. Corsa, and it has since been published by Corsa & Townsend.

GEORGETOWN.

About 1840 Henry H. Cannon started a paper at Georgetown called the Delaware Sentinel. He published it a year or so and then moved it to Wilmington and united it with the Republican. In 1864 a paper

called the Union was started by William T. Croasdale, and continued a little more than a year. The Sussex Journal was founded in 1869 by W. Fiske Townsend, and continued under his control until 1880, when he died, and David T. Marvel and McKendree Downham bought it and have published it since under the firm name of Marvel & Downham.

About 1878 Willard S. Pride started at Georgetown the Delaware Inquirer. It continued until 1881, when it was sold to a party of gentlemen at Georgetown, who have since published it under the name of the Delaware Democrat.

LEWES.

The Breakwater Light was started at Lewes in August, 1871, by Dr. I. H. D. Knowles and it has continued to shed forth its rays since under the same management.

SEAFORD.

In 1869 Donoho & Stevens started the Seaford Record, at Seaford. It was neutral in politics. Mr. Stevens sold his interest to his son, who, with Mr. Donoho, continued to publish it, changing the name to the Sussex Record. In 1872 it was sold to a Mr. Kavano, of Maryland, who changed the name to the Sussex Democrat and afterwards to the Seaford Democrat. The paper was not successful under Mr. Kavano's management and soon suspended. A new paper was afterwards started by Joseph F. Pennington called the Seaford Enterprise. In 1878 it passed into the hands of Thomas N. Williams and J. B. Clark who published it until 1881, as the Sussex County Index. Rev. John Teasdale started in the summer of 1881 the Seaford Enterprise and in September, 1882, it was turned over to Charles D. Judson, by whom it is now conducted.

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